DOCUMENT RESUME

ED 389 331 IR 055 720

AUTHOR Cohen, Arlene, Ed.
TITLE PIALA '94. Pacific Information Liberation: The Wave of the Future. Proceedings of the Annual Pacific Islands Association of Libraries and Archives Conference (4th, Tamuning, Guam, November 4-9, 1994).
INSTITUTION Pacific Islands Association of Libraries and Archives, Guam.
PUB DATE Nov 94
NOTE 115p.; For 1993 proceedings of the PIALA conference, see ED 378 972.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Archives; Artists; Consortia; Cultural Relevance; Electronic Mail; Foreign Countries; Information Centers; Information Retrieval; Information Storage; Language Acquisition; Library Automation; *Library Services; *Literacy; Microcomputers; Publications; Reading Aloud to Others; Search Strategies; *Shared Resources and Services; Technological Advancement; Workshops
IDENTIFIERS Charlot (Jean); Hands On Experience; Health Information; Journal Articles; Micronesia; *Pacific Islands; South Pacific; University of Hawaii

ABSTRACT

Over 100 participants from Micronesia, Australia, Japan, Hawaii, and other United States convened to hear presenters speaking on various topics of interest to librarians, archivists, and educators in the Pacific islands. The proceedings include a welcoming speech, remarks acknowledging conference exhibitors, and a keynote address by Dr. John Salas, as well as 11 papers: (1) "Bibliographic Control in the South Pacific Region: The Activities of the Pacific Information Centre" (Jayshree Mantora); (2) "Finding Materials on Micronesia--Simplifying Search and Order for Periodical Literature: A Proposal for PIALA" (Francis X. Hezel); (3) "How to Start Automating Your Library: Factors to Consider" (Louise C. Lewisson); (4) "Getting the Most Out of your PC: Doing More with Less" (Mark Andres); (5) "Impact of E-mail on Literacy" (Yu-mei Wang); (6) "The Pacific Neighborhood Consortium and Resource Sharing in the Pacific" (Hui-Lan Huang); (7) "Jean Charlot: the Man, the Artist" (Nancy J. Morris); (8) "Here's to Your Health: Consumer Health Information Resources" (Irene Lovas); (9) "Why Bother? The Case for Reading Aloud and Using Culturally Relevant Reading Material" (Marilyn N. Jackson); (10) "Fun With Literacy: A Hands-on Workshop" (Katherine Alvarado & Marilyn N. Jackson); and (11) "The Complex Information Choices for Libraries" (Paul A. Tucci). (BEW)

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# PIALA 1994 - GUAM

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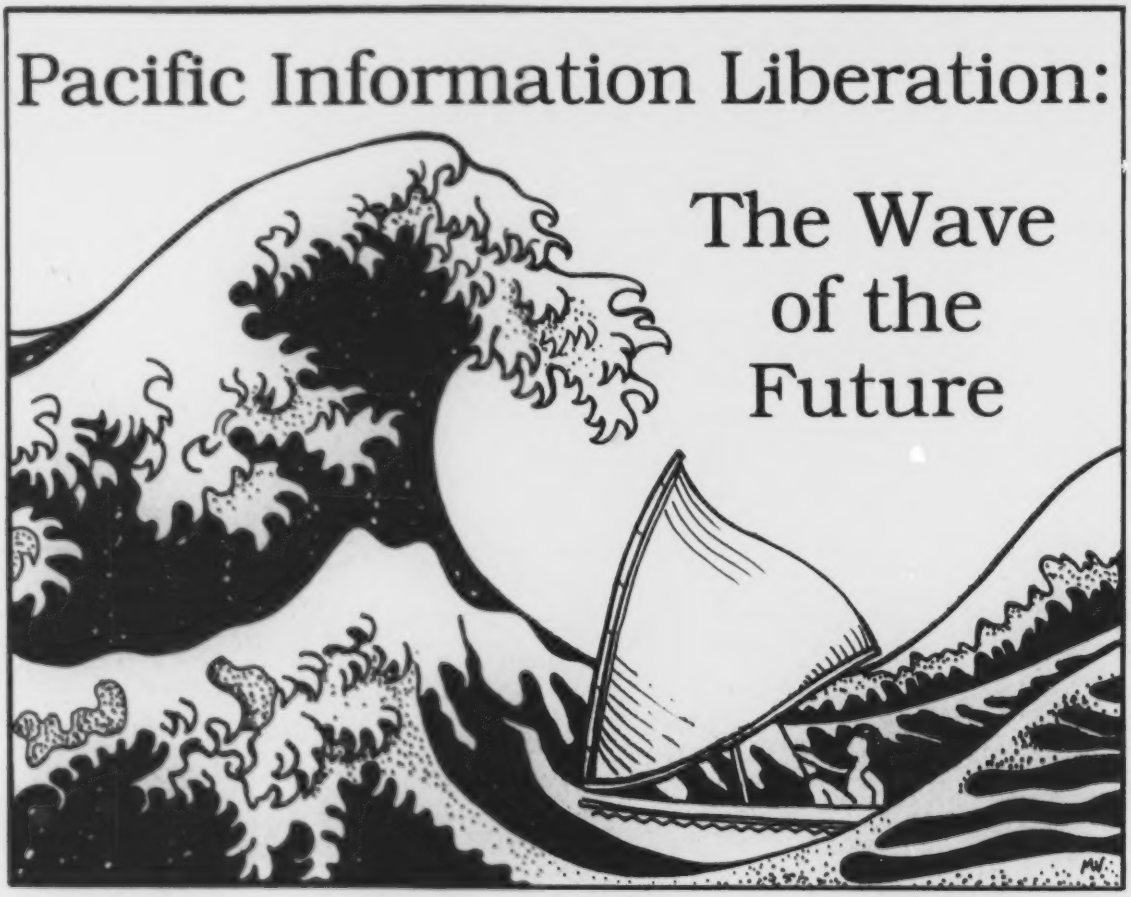


## Selected Papers from the 4th Pacific Islands Association of Libraries and Archives Conference

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# *PIALA '94*

# *Pacific Information Liberation: The Wave of the Future*

Selected Papers from the
4th Pacific Islands Association of
Libraries and Archives Conference

Edited by
ARLENE COHEN

November 4-9, 1994
Palace Hotel
Tamuning, Guam

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## Preface and Acknowledgements

## Arlene Cohen

The publication of these *PIALA '95 Proceedings* marks the second time that papers from an annual meeting of the Pacific Islands Association of Libraries and Archives (PIALA) have been gathered together for the benefit of librarians, archivists, educators and others interested in the Pacific islands.

PIALA was formed in 1991 and the *PIALA '91* meeting, held in Koror, Palau, was the first of what became an annual event. The *PIALA '92* meeting was held in Colonia, Pohnpei. The island of Saipan in the Commonwealth of the Northern Mariana Islands was the venue for *PIALA '93* and the publication of proceedings began with papers presented at the Saipan meeting.

*PIALA '94* was held in Guam and drew the largest attendance of any PIALA annual meeting. Well over 100 people, coming from the Micronesian islands, Australia, Japan, and the United States, including Hawaii, heard over 20 speakers. The papers covered a wide range of topics of interest to librarians, archivists and educators.

By publishing these selected papers of *PIALA '94,* PIALA desires to continue its goal of making the information presented at its annual conference widely available within the Micronesia region and throughout the world.

The *PIALA '94* meeting would not have been possible without the generous support and efforts of many individuals and organizations. The *Conference Planning Committee* deserve much of the credit for the success and excellent attendance at the conference, generated in no small way by their energy, dedication and enthusiasm. Special thanks are due to Joanne Tarpley, the *Planning Committee Chairperson*, who did an outstanding job of coordinating the event.

Generous support and funding from the University of Guam President's Office, the Robert F. Kennedy Memorial Library and other campus units also contributed to the success of the conference. The United States Department of Interior, Office of Territorial and International Affairs generously provided funding for travel and accommodations for two participants from each Micronesian island state and nation.

Without the untiring efforts of Mark Goniwiecha, the *Exhibits Subcommittee Chairperson*, the success of the exhibits area would not have been possible. The many vendors that supported the conference also deserve a large thanks. Some came from great distances to display their materials, while others generously provided materials, although they could not join us.

A special thanks are due to Palauan artist Margo Vitarelli for her beautiful artwork used as the design for our *PIALA '94* tee-shirts and reproduced as the front cover of this publication.

Daisy Nanpei and Vicky San Nicolas of the Robert F. Kennedy Memorial Library at the University of Guam provided the much needed administrative support in the final steps of preparing and printing the manuscript of the PIALA '94 Proceedings.

Traditional Chief Welcoming Speech
Presented with Translations
in the Ancient Language of the Chamoris

by

Tano Jess Rivera

Brothers and sisters, a lot has been written about the people of Guahan, mostly by those not native to Guahan, and depending on their motives, we were either peaceful and loving or we were warriors and savages. One writer even wrote that we were thieves because we took some nails and a small boat after we opened our entire resources to them. It is fitting then, that a conference on the systematic archival and exchange of information is being held on the eleventh month, a month we call "Sumongsong," meaning to plug the leak or to repair the holes. Because of your work, we may now repair the holes, we may now find it easier to sort out inconsistencies of our past and elevate the truth.

MANUELUHU, LAMEGAI MAN MA TUGI PUI I TAOTAOTA, YA MEGAINIAHA TINIGI I TAOTAO SAN HIYONG YA SIGUN I MA KEKECHOGUE, GUAHA HA NA MAN GUAIYAYON HIT, GUAHA HA LOKUE NA MAN SEN MACHALIK HI. MAISA TITUGI HA SANGAN NA MAN SAKI HIT SA TA CHULI LULUK YAN DIKIKI GALAIDI ANAI TA NAHI SIHA NI SEMO GUINAHAN I TANOTA. TATATI, CHUMILONG I NAM DANIATA PUI MUNAH INOS TINIGI YAN UMATULAIKAN HINASU GUINI GI MINA MANOT NA HACHA NA PULAN, I PILAN "SUMONGSONG", NI ILEKLEKNIA HUCHOM I SIMI PAT FAMAULEG I MADOK.GUINEN I CHECHO MIYU, SINIA PAGO TA FAMAULEG I MADOK, TA NA INOS I MAN NASABGAB TA, YA TA ATISA I MINAGAHET.

Keep a few embers from the fire
That used to burn our village,
One day, go back so all can gather again and rekindle a new flame,
For a new life, in a changed world.

NA SANGI DIDIDI TESON GUINEN I GUAFI
NI HAGAS HA SONGI I TANOTA,
HACHA ANI, TA FAN DANIA TALO YA TA NAMAHLAK I PINIGAN,
PALAI I FINANIAGU NA LINALA, GI FINANIAGU NA TANO

To our ancestors, thank you for bringing us together. Please continue to shine our paths and help us to learn from one another. With our love, we ask you to make this a successful gathering.

SAINAN MAMI, MINAMES SA UN NA FAN DADANIA HAM TALO. SIGI HA UMINA HAM GI CHALAN MAMI YAN EPOK HAM MAN ATULAIKA TININGO. GUINEN I GUINAIYAN MAMI, NA MAHLAK INI NA INETNON.

We who are the builders of the latte houses
We who are the makers of the best canoes
We who follow the stars
We who follow the ancestor
We who live off the resources of our ocean
We who live off the resources of our land
We who are strong people
We who are the natives of the land

HITA NI HUMAHATSA I GIMA LATTE
HITA NI FUMATITINAL I TINAS I CHADIK NA GALAIDI
HITA NI TUMATITIYI I PUTIHON SIHA
HITA NI TUMATITIYI I NAMAINA TA
HITA NI MAN LALALA GUINEN I TASI
HITA NI MAN LALALA GUINEN I TANO
HITA NI MAN METGUT TAOTAO
HITA NI MAN MALATI TAOTAO
HITA NI MAN TAOTAO TANO

I have spoken, I wish you all a happy conference.

"Reflections on a Gift of Pickled Papaya"

by

Dr. John Salas

## INTRODUCTION AND OPENING

Officers, conferees, Ladies and gentlemen, distinguished guests of the conference. **Ungiil Tutao, Mogiil Thin, Rananim, Kaselehia min ko, Paing Kuwo, Yokwe Yuk, Talofa, Hafa Adai and Good morning**. Welcome to the annual conference of the Pacific Association of Librarians and Archivists. Thank you for selecting Guam as the site for this year's conference. Guam in return has chosen to give you a gift of a genuine Pacific typhoon in return for your visit. The topic of my address this morning is "Reflections on a Gift of Pickled Papaya", a theme which emerged as I sought to develop a perspective which applied to both the Western Pacific and PIALA.

A gift of pickled papaya is one which holds a cultural significance appropriate for this week's activities. It is normally pickled when the fruit is still green but at the time when its bitterness contains a strong hint of its sweetness as a ripened fruit. It must then be sliced so this bitter-sweet combination is able to emerge; too thin a slice and only the bitterness remains, too thick and the pickling flavoring is lost. Its pickling , consisting of vinegar and spices, must be combined so the flavoring is tart and tangy. It must then be pickled for approximately 2-3 days before being served. When served, it complements other island foods by enhancing their flavor rather than dominating the palate with its taste. Why is this important?

Pickled papaya represents a tremendous amount of effort which is directly related to the main menu in which it is consumed. Its preparation is deliberately designed as a complement to the meal, not a meal in itself. Its goal is that of enhancing not dominating a meal. Finally, its presence is a symbol of respect to a meal's hosts because of the effort in its production.

A gift of pickled papaya is therefore one which is most appreciated since it has directly contributed to the enjoyment of a meal and become an attribute in turn of the hosts' regard for their guests.

How does this relate to PIALA? Allow me please to expand.

## THE ART OF INFORMATION MANAGEMENT

My understanding of PIALA's mission is that it is an organization of professionals well versed in the art of managing information resources; i.e., acquisition, archiving, and distribution of these resources. Like the papaya which must be picked at a point where it is most able to complement a meal's varied menu, a learning resource center, research archive, or mere library must be acutely in tune with the requirements for information from its surrounding community. An information center's contents must not seek to dominate an information need but complement it so that other factors such as finances, facilities, and suitability are maximized by that community. Professionals such as yourselves must keep from a natural tendency to proceed on the use of models which have been successful elsewhere but may not be entirely appropriate for this region. There must be a clear focus on what your community wants and needs and then determining the function with which your information facility will serve. The Western Pacific region has not had a particularly good history in this area with information centers and I my speculation is this has become so because there is an absence in this critical, complementary relationship between yourselves and community information goals. Do we ultimately become engaged in settling disputes based on who will dominate rather than whether the community mission is served appropriately? Do the results of decisions based on who/what is more important in life produce the desired forward momentum which has become absolutely necessary to keep abreast with the wealth of knowledge being produced by this world? Frankly, I think not.

A second important ingredient in the art of information management is the process which is used to provide access and distribute of these resources in an information center.

In 1990 I was invited to give a keynote address to a conference of the Guam Library Association with the topic of my viewpoint of the Guam community's information needs for the future. The prediction I offered was that Guam's occupational and learning environments were changing dramatically and in areas which have been traditional for this island of 134,000 people. The advent of affordable computer technology would allow people to use their homes as places of business and learning and that traditional sites such as offices, organizations, schools, and commercial centers such as supermarkets, would fall victim to the average Guam citizens' ability to function without them. The reason for my prediction at that time was based on my thriving tourism consultancy practice which allowed me to leave a traditional corporate structure and function more effectively with a list of local and world-wide clients from my home's extra room.

That prediction has come true today for the most part in that rising expenses for construction of office buildings, travel and other occupational support has produced alternative offices in the homes of employees. For example, the Pacific

Daily News now relies on "jobbers"; i,e,, writer-reporters who take news stories, develop them from home offices and electronically transfer them to newsroom editors and layout departments. Look at the explosion in use of international systems such as Internet, local service providers and other areas in what is referred to as the "information highway". One today has literally better access to more resources through the information highway than is normally available through the region's libraries. To my dismay, what I found on becoming "re-institutionalized" was a lack of development in libraries and other information centers with this technology. I can communicate with and obtain references more quickly through my home computer than I can with libraries and government agencies on Guam and throughout this region. WHY? Have we lost sight of the ultimate mission of our community's information needs and have focused instead on a learning center's requirements? Why are local and regional libraries not yet networked? Why do the numerous distinctions we love to make in ownership continue to exist, often at the expense of the general public? Have we evolved from information managers to keepers of the Holy Grail? These are questions which decision-makers like myself continue to ask more loudly as we seemingly fall further behind. Only you professionals are able to answer us but be forewarned those answers must be presented in a broader perspective because of the multitude of priorities which face us collectively.

To return for a moment to my pickled papaya analogy, we seem to have forgotten how the slicing and preparation of pickling solution are supposed to focus on the gift's ability to contribute to the total meal. We seem to have moved into assuming the pickled papaya has now become the main dish, not the complement.

The third and final ingredient in successful information management is the administrative factor. There must be an acceptance that dollars and facilities have become more limited than in the past and perspectives must be adjusted accordingly. True, there is increased usage of the facilities and a greater demand for information resources. Despite these symptoms of growth and success, we must ask ourselves whether our practices have changed proportionately. Have staff and facility scheduling changed with the user population? Have we improved accessibility to the information resources we manage? Do you know the user profile of your information center? What are some of the demographics of your center which decision-makers like myself can hear as we examine your budgets and staffing requests? Is it all truly a matter of funding or are there more cost-effective alternatives which could be explored? These are all elements which administrators need to have in order to justify desired changes. Failing to hear them, the decision is relatively easy, no increases or changes. Where do we hear comments from? Your user community, internal and external, who are quick to complain an insufficient number of open hours, limited resources, and so on and so on..... These complaints are not necessarily money-based but are frequently on the

inflexibility of information centers to provide them with what is needed. I will leave the conclusions to this audience.

Like the gift of pickled papaya, I must ask the question as to whether your gift has contributed or complicated the meal which was hosted. The best indicator of this is the person who attended a function as well as the amount of pickled papaya left over at the end of the meal.

SUMMARY

My analogy of a gift of pickled papaya was intended to dramatize a trend which I have noticed throughout our region. Our communities have become more sophisticated and demanding of the services which we produce. The gift of services, like the pickled papaya, continues to remain appreciated but an increasing gap is becoming more evident between what is being produced and the ever-changing community goals. I believe this trend is extremely frustrating for all of us and the challenge before us has become determining what alternatives can be used to fill this increasing void. I also have good reason to believe that someone else will quickly fill that void if we do not become more responsive or more creative and less traditional. An example of this trend is the willingness of individuals to pay fees to telecommunications carriers which is oftentimes greater than those fees associated with being members or "friends" of information centers. Our respective worlds are indeed changing quickly and we must adapt to those changes as quickly if our services are to continue their valuable contributions to the common good.

Let us work together to get the value back into our gift of pickled papaya.

**Kmal mesulang, Kafel, Kon Keriso, Menlao Kalangan, Kulo na Malalalap, Komol Tata, Faf'tai, Si Yu'us Ma'se' and Thank You** for your attention this morning.

**Bibliographic Control in the South Pacific Region: the Activities of the Pacific Information Centre**

by

Jayshree Mamtora

## Introduction

In 1979, the Regional Bibliographic Centre (RBC) was set up at the University of the South Pacific Library. Its primary function was to collect and preserve all materials relating to the South Pacific, particularly that originating from within the region and to provide for documentation of this material.

In 1982, the International Development Research Centre based in Ottawa, Canada, agreed to provide funding for the RBC, recommending along with other regional bodies that the name be changed to the Pacific Information Centre (PIC).

## Objectives

From the beginning PIC has had clear short and long-term objectives. The most immediate and basic aim was to establish at USP Library a regional bibliographic centre to be called the Pacific Information Centre. From there other short-term aims were for PIC to become the regional ISBN/ISSN centre, for it to participate in the FAO's International Information System for the Agricultural Sciences and Technology (AGRIS), and for PIC to assist with the establishment of a national focal point in each participating country. The focal point would act as the coordinating centre for PIC in that country.

It was important to develop at PIC a regional and central resource base of information originating in the region and about the region. Particular emphasis was given to literature that would be of significance to the economic and social development process: agriculture, health, environmental studies, earth sciences, planning, rural development, appropriate technology, the social sciences, etc. This information would then provide the database for a South Pacific bibliography.

In the long-term it was envisaged that PIC would assist in contributing to the region a nucleus of trained documentalists and information personnel. Thus there would be the required skills and means for the region to participate in international co-operative information systems in various mission-oriented subjects, such as POPIN on population.

## Present Structure

The Pacific Information Centre as it is today, is a regional information network spanning ten countries in the South Pacific. The network comprises eleven focal point members : Office of Library Services (American Samoa), Cook Islands National Library, Kiribati National Library and Archives, Nelson Memorial Public Library (Western Samoa), Solomon Islands National Library, South Pacific Commission Library (New Caledonia), Ministry of Education Library

(Tonga), Tuvalu National Library and Archives, The University of the South Pacific Library (Fiji), The University of the South Pacific School of Agriculture (Western Samoa) and Vanuatu National Library.

Satellite meetings are held with the focal points each month, with the PIC Librarian acting as chairperson. Details of the Centre's activities, as well as views and ideas, are exchanged. Additionally a quarterly newsletter is published by the Centre and circulated widely.

In order to enable focal points to assist PIC with collection of material originating in the region, each focal point was given a mini-grant to purchase local material both for PIC and for their libraries. Unfortunately PIC does not now have sufficient funds to continue this scheme and alternative means of collecting Pacific material are being investigated.

**Advisory Committee Meetings**

Members of the PIC network meet annually as the PIC Advisory Committee. They take turns hosting the meeting each year. In 1990, the meeting held in Fiji was designed to follow on from two management workshops run by the Australian Information Management Association (AIMA). These workshops were arranged in response to recommendations from the Advisory Committee Meeting held in Tonga in 1989.

The 1990 meeting showed the continuing concern to maintain and improve the network. The need for alternative funding sources to replace IDRC support which ceases in 1991 was recognized. The meeting recommended that focal points keep a closer watch on local publishing and promote the use of ISBNs (International Standard Book Numbers) and that the focal points continue to acquire Pacific material for their own collections as well as PIC. Again, it has not been possible to have an Advisory Committee meeting since 1991.

**Publications**

The major activity of the Centre has now become the production of the USP Library's publications. They range from regular publications such as the *South Pacific Bibliography and the South Pacific Research Register*, to special bibliographies such as *Kava: a Bibliography*, and the *Preliminary Bibliography on Traditional Science and Technology in the Pacific Islands*. These publications are distributed widely throughout the region and sold to other countries outside the region as well.

PIC publications were produced manually until 1989, when a PC was acquired for the PIC section. Pro-Cite, a bibliographic database management software programme was selected to produce the bibliographies. Apart from having the necessary capabilities, it was easy to use and relatively inexpensive to purchase. A database was then created for each of its bibliographies.

*South Pacific Bibliography*

An invaluable tool for librarians in the South Pacific, the *South Pacific Bibliography* can perhaps be said to be PIC's major publication. Originally an annual publication, now published biennially, *South Pacific Bibliography* attempts to list as comprehensively as possible, works published in the region

and those published overseas relating to countries of the South Pacific and to a lesser extent, the North Pacific. Material on Pacific and indigenous peoples in Australia, Hawaii and New Zealand is also included, but is not covered comprehensively.

The *South Pacific Bibliography* lists publications acquired and catalogued by the USP Library in any given year or years. All entries listed are catalogued and classified by the Cataloguing Department of the Library. In the past, contributions were received from PIC focal point libraries in the region but this has not been possible in recent years.

Each entry listed in the *South Pacific Bibliography* includes full bibliographic details, with subject headings and call number. It is arranged in order of Dewey Decimal Classification number, followed by author and title. The cataloguing code used in the Anglo-American Cataloguing Rules, 2nd edition, 1988 revision, with some modifications. Tracings and Library of Congress classification numbers are also included. Periodical titles added to the collection in the period covered, are also listed.

The *South Pacific Bibliography* is an important bibliographic tool for libraries in the region. It serves as a guide to acquisitions, cataloguing and classification. Libraries outside of the region also depend on the *South Pacific Bibliography* for their selection of Pacific material, which is otherwise difficult to trace.

The 1988 edition of the *South Pacific Bibliography* was produced on Pro-Cite. In 1989 the Cataloguing module of the URICA System was implemented and retrospective conversion of the catalogue began. Pacific Collection records were given priority and by the end of the year, had all been entered on PASIFIKA, the Library's new computer database on URICA. Subsequently, the Bibliography has been produced from PASIFIKA. The Systems Librarian assisted in this project by writing a programme to facilitate retention of the ISBD format.

*South Pacific Research Register*

Another biennial publication, the *South Pacific Research Register* lists researchers world-wide, whose area of interest is the South Pacific. Research on the Pacific and indigenous peoples of Australia, New Zealand and Hawaii is also included. Only names of those who have completed the special form provided are included in this listing. The latest edition of the Register lists approximately 650 names, which is far from complete. Among the problems which are encountered are: the difficulty in discovering who is carrying out research and where; and secondly, people do not always complete and return forms. We request those who fill out our forms for details of others working in similar fields, and copies of the forms are then also forwarded to them requesting the following details:

Name
Country
Private Address
Work Address
Official Position of researcher
Sponsorship or Funding source for research
Current or Past Research Title
Geographical Area covered

Date of research and duration

These details are fed into a Pro-Cite database. Each entry is assigned Library of Congress Subject Headings. This is entered in the index field. A subject index is thus created with a reference to the name of the researcher in the main part of the *South Pacific Register*. This method was used to produce *South Pacific Research Register 1989-1991* and it was very successful. Entries for the 1992-1993 edition are now on the database, and subject headings are being assigned.

*South Pacific Periodicals Index*

The *South Pacific Periodicals Index* was first published in 1976 as the *Bibliography of Periodical Articles Relating to the South Pacific*, Volume 1, 1974. In 1984, the title changed to the *South Pacific Periodicals Index* when volumes 6-8 covering the years 1979-1981 were published. The index identifies all articles concerned with the South Pacific region in a select list of journals. This list numbered more than 500 journals and the task, in addition to all the other PIC publications that were being produced, became too great for the PIC staff of one professional and one para-professional to cope with. As a result, no further issue of the Index has since been published.

In 1992, in response to a request from PIC, funding was made available to employ a library assistant for twelve months to work on *South Pacific Periodicals Index* full-time. This resulted in the completion of the indexing of journal articles for the 1987-1988 issue. This issue contains more than 2500 entries with a large number dedicated to the Fiji coups which took place in 1987. Editing work was time-consuming but this publication is now in the final phase of production. The list of journals has also been reviewed and now includes just over 200 journals. A selection policy has now also been put together ensuring only articles of a good standard, and length, are included.

Each article has been assigned a Library of Congress Subject Heading. The format is that of a dictionary catalogue, interfiling authors with subjects.

There are numerous boxes with entries for the years 1982-1986 awaiting checking and editing. These will be entered on a database so that at least searches can be made, and the information be used. Work was also begun on the 1989-1993 issue by the temporary staff member in 1993. However this will remain incomplete until more assistance becomes available.

The *South Pacific Periodicals Index* is a unique publication of great value to users in the region. No other index exclusively indexes journal articles on the South Pacific region. The long-term aim is that the database will be transferred to URICA, and thus be accessible to our users on the OPAC. As it is now searches can only be carried out by library staff for users.

*The University of the South Pacific: Publications*

An annual publication listing works published by the University as well as by staff. *The University of the South Pacific: Publications* is produced in October each year. Copies are then distributed to members of the University Council when they meet in the same month. The coverage is quite broad, starting from published books to conference papers and consultancy reports. Publications are listed according to the section to which the author belongs. During the month of August each year, University staff are sent

reminders for the deposit of copies of their articles, papers, etc. to the Library for inclusion in this publication. These copies are kept in the Pacific Collection in the Library. This publication is not a true reflection of the complete work of the University as contributions from academic staff are not always forthcoming.

*Recent Additions*

New publications added to the University Library collection are listed in the monthly *Recent Additions*. There are two listings: *Recent Additions: Pacific* which lists material added to the Pacific Collection, and *Recent Additions: General*, which lists all other new material. With the MAS (Monographs Acquisition System) module of URICA now in operation at the Library, the method of producing these lists has become a lot simpler. Each item on the list has a call number indicating that it has been catalogued and is available on the library shelf. Multiple copies of the entries are produced and then distributed widely at no cost.

Feedback from users indicates that it is worthwhile continuing to produce these lists. They are used by libraries as selection tools and often generate inter-library loan requests within the region.

*PIC Newsletter*

The *PIC Newsletter* was revived in 1989 after a gap of three years. It acquired a new look in 1990 and is now produced using PageMaker software. The *PIC Newsletter* is available free of charge.

Produced quarterly, the *PIC Newsletter* keeps PIC focal points informed about activities carried out by the Centre and relates any other news of interest of its focal points.

*Special Bibliographies*

From time to time, special bibliographies have also been produced by PIC. These include *Environmental Issues in the South Pacific: a Preliminary Bibliography* (1983), *Nuclear issues in the South Pacific: a Bibliography* (1987), and *Preliminary Bibliography on Traditional Science and Technology in the Pacific* (1992). This latter title was produced for the Science of the Pacific Peoples Conference which was held at USP in 1992. The latest special bibliography entitled, *A Bibliography of Vanuatu Languages*, lists more than 400 references relating to the languages of Vanuatu. A comprehensive work, it has been compiled by John Lynch of the USP Pacific Languages Unit based in Port Vila, Vanuatu, and has been published by PIC.

**Affiliated Networks**

Two other networks affiliated to PIC are PIMRIS (Pacific Islands Marine Resources Information System) and POPIN (Population Information Network). PIMRIS produces a monthly list of new marine resources material added to the library collection. Some special bibliographies have also been produced, e.g. *Fiji Fisheries Bibliography* and *A Selected Bibliography on Seaweed Aquaculture Research and Development*. PIMRIS has also compiled *A Manual for Fisheries Libraries in the South Pacific*. POPIN, a focal point for the Pacific on the Asia-Pacific Population Information Network, has just produced its first

publication, *A Directory of POPIN Experts, Institutions and Research*. Divided into three sections, this publication first lists population experts, then institutions working with population-related issues, and finally research being carried out on population, all in the South Pacific region.

**Future Prospects**

At present, all the above publications are available only in printed form. It is envisaged that in the not too distant future, some of these publications will also be available on floppy disk. The USP Library is also looking into producing a CD-ROM product, with the provisional title, *CD-South Pacific*. This would include data from PIC publications such as the *South Pacific Periodicals Index*, the *South Pacific Bibliography*, and the *South Pacific Research Register*. Data from PIMRIS and POPIN publications would also be included, as would the PIMRIS database, MOANA. Pacific holdings on PASIFIKA, the Library's database on URICA, would also be incorporated.

It is anticipated that the Pacific records from the USP School of Agriculture Library at Alafua in Western Samoa would also be entered on this database. To make the coverage more fully Pacific, SCAINIP (the Standing Committee on Agricultural Information Networking in the Pacific) would be invited to add its records from the *Pacific Union List of Agricultural Serials*, the *Pacific Index to Agricultural Journals* and others. The CD-ROM database is estimated to include 50,000 records.

For various databases to be available on one CD-ROM, common thesauri and subject headings would need to be established. The quality of the database would also need to be standardized as so many different databases would be involved. International cataloguing standards would need to be observed as has already been done with PIC products. The other databases involved may well have in-house styles that are being used. It would be desirable if the technology permits, to merge all these into one file. However that would be a more long-term project.

There are many factors to be considered before a major project of this nature can be embarked upon. The first one is that of cost. This includes staffing costs as well as production and marketing costs. Markets can be assumed to be national libraries and research libraries with a Pacific interest. At present production in Fiji is not physically possible. Several CD-ROM publishers in Australia have already been approached. No response to funding proposals has at this stage been received. If launched, the project would need to be at least partly self-funding from its income.

It must be borne in mind that CD-ROM technology is not yet widely available in the Pacific. For this reason in particular, it would be necessary to maintain hard-copy production of PIC products for the foreseeable future.

Many factors need to be taken into consideration to launch this product, but once the pros and cons have been worked out, and the decision is made to go ahead with this project, the future looks exciting.

## Conclusion

The establishment of the PIC network in 1982 filled a gap that existed in library co-operation in the South Pacific. PIC plays an important bibliographic role and is the link in the chain that binds libraries and librarians in the region. The objectives that were initially outlined for PIC were ambitious and many were long-term. Now after fifteen years of operation many of these objectives have been achieved.

IDRC's financial commitment to PIC ceased in April 1991. USP is now fully responsible for PIC, and with assistance from other sources, PIC will continue to exist. Over the years PIC has managed to raise some funds from the sale of publications, and consultancy and information services. However this has not been sufficient to sustain the full operations of PIC.

Despite these difficulties, PIC has managed to achieve many positive things for the region. The network has strengthened from year to year as PIC has produced regional bibliographies on a continuing basis, and has been responsible for establishing other specialized networks in marine resources and population studies. Since 1989, PIC has managed to computerize the production of its products, and improved their regularity.

With USP's help, and commitment from all those involved in the PIC network, PIC should continue to exist and to fulfil its objectives which are of vital significance to the region.

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**FINDING MATERIALS ON MICRONESIA**

Francis X. Hezel, SJ

In the few years since its founding PIALA has done a great deal to strengthen the communication between libraries in the region and enable them to better meet the needs of the communities they serve. The organization has contributed greatly to the training of librarians in a number of different areas, particularly those touching on the new communications technologies.

The time has come for PIALA to consider what other services it might be able to provide for member libraries. I would put the question this way: How might PIALA as an organization serve the libraries of the area other than through its newsletter and the training opportunities it offers at the time of its annual meeting?

I propose that PIALA consider offering institutional assistance to member libraries in keeping up with materials published in Micronesia and on Micronesia. In taking on this task, PIALA would be tightening its own network even as it helps member libraries solve their "search and order" problems.

**Goal:** to work out a system for furnishing libraries in the area, on a year by year basis, with information on all print materials relating to Micronesia.

**Print materials:**

1] articles about Micronesia in periodicals and journals. The attached proposal offers a concrete way of assisting libraries in finding and obtaining copies of such articles.

2] new books on Micronesia. These are the easiest materials to find, given the catalogs, book lists and other resources at hand to identify new publications. Nonetheless, there may be ways to simplify this and distribute information that would improve the "each person on his/her own" process that is in effect at present.

3] newsletters, bulletins and other ephemerals issued in Micronesia. Could a list be compiled, much like the Union Catalog project, and distributed to all libraries? The libraries in each island group (nation/state) could be responsible for compiling a list of periodicals (along with office addresses) in its own place. These could be collected by one central library, put in a data-base format, and distributed by diskette to all libraries. The list could be updated each year.

4] major unpublished materials. These include monographs, reports and other unpublished printed materials that are done in and about Micronesia. This class represents one of the most difficult to find. Many of these materials receive a very limited distribution and are hard to identify. Even excluding technical reports such as feasibility studies for public projects and budget reviews, these papers are numerous and often important. Is there

some way we can help libraries identify these? Should we pool our resources to try to set up a single repository for these materials with the understanding that they can be copied at cost for any library wanting a copy?

**Suggested Approach**

I recommend that PIALA move towards becoming a service organization for its member libraries with the assistance of outside funding. Possible sources of grants: Australian Government Cultural Grants, UNESCO, US OTIA, Sasakawa Foundation.

PIALA could consider methods for assisting libraries in "search-and-order" for the different classes of materials identified above. A proposal for dealing with periodical literature is attached. Ways of handling the other classes of materials might be considered in future PIALA meetings.

## SIMPLIFYING SEARCH-AND-ORDER FOR PERIODICAL LITERATURE: A PROPOSAL FOR PIALA

### The Problem

How do we find out what has been published on Micronesia? When we manage to identify the literature, how do we go about ordering it?

Published books aren't too difficult to track down because of book sellers' catalogues, flyers from the major publishing houses, and other advertisements. The trick is tracing journal and magazine articles on Micronesia and its many different parts.

Most of us without the benefit of modern electronic communications systems tend to get beyond in identifying articles on our area, and we spend lots of time trying to catch up with materials that were published years before. Many of the efforts hitherto have been devoted to assembling lists of publications, including articles, that have been in print for years so that we can find publications we knew nothing of when they first appeared in print.

Modern databases and communications links should eliminate the need for such painstaking and time-consuming searches. This proposal is aimed at utilizing new networking systems to conduct this search on a yearly basis and distributing the information on the articles to all libraries so that they can order copies of the material they want quickly and cheaply.

### Objectives

The purpose of this proposal is to establish a system for the regular search and distribution of periodical literature on Micronesia. It includes the following elements:

1] search for published materials through an on-line system that would allow us to scan publications in all major fields (eg, law, anthropology, history, medicine, travel, etc) for works on Micronesia and any of its islands. This search would be done each year.

2] distribution of the resulting list of annual publications to all member libraries so that each can determine which articles it wants to buy.

3] ordering process for copies of articles that any library might wish to purchase.

### Method

1] A central library with access to Internet and membership in services such as Dialog would be chosen to conduct the search for periodical literature each year. The central library should probably be located either on Guam or Saipan.

2] This library would use a combination of different services that provided search capacity in all major publications worldwide in the disciplines required. The central library would do a literature search for all articles published within the year on Micronesia and all of its component islands. A string of place names would be compiled for the search.

3] The resulting list of articles would be distributed to PIALA member libraries. This could be done by electronic means (eg, E-mail) for those with this capacity, or by print-out and mail for the others. Libraries could then select those items they wish to order for their collections.

4] The central library would facilitate the ordering of copies of these articles as a service for member libraries. Copies of some of the articles might be obtained on-line, where this is feasible, while the rest could be photocopied from the journals in which they appear. Copies would then be offered to member libraries at cost.

5] Funding for this service might be obtained by means of a grant, perhaps from OTIA or some other US government agency. This avenue is already being explored by Don Rubinstein of MARC.

**Questions to be Explored**

1] Is there sufficient interest in setting up such a system for libraries in Micronesia? Would it help answer their needs?

2] What funding source could be tapped to finance such a program?

3] What central library is best set up to provide this service?

4] Do the present services (eg, Dialog, UH Pacific collection list of Pacific periodicals) offer a large enough selection of periodicals in each of the necessary fields and disciplines to do an exhaustive search? What combination of tools should be used for an effective computer search?

5] What fields (eg, medicine, anthropology, travel) should be surveyed?

6] How do we go about assembling a string of usable place names for Micronesia for a data search?

Francis X. Hezel, SJ
September 29, 1994

# HOW TO START AUTOMATING YOUR LIBRARY: FACTORS TO CONSIDER

By Louise C. Lewisson

## SYNOPSIS

The automation of a library is a very complex task best achieved through careful planning and decision making, involving extensive discussions with vendors, securing funding, performing complex file and site preparation and co-ordination.

All libraries, regardless of type or size, share common risks and concerns when they decide to implement an automated system.

This paper will look at various aspects of library automation, both from a software vendor's perspective and from a librarian's perspective, and what a library can do to make the process smoother. Some of the major issues discussed will be:

* choosing the right system: technical aspects
* selecting a library automation vendor: issues to consider
* conversion issues
* site preparation
* implementation costs

The paper will also look at what investigation and preparation a library can do with regard to staffing, workflows and data preparation.

## INTRODUCTION

After having automated three libraries with three different packages and after working at a software vendor now for nearly three years, I realize that most libraries are unprepared both physically and mentally for the challenges that automation will bring.

Libraries think that by merely purchasing a software package their lives will magically transform into one where they can now spend time doing all the tasks they wish they could spend more time on, the users will be pleased and the staff will be relieved on many tedious, repetitious manual duties. Libraries thinking that I'm afraid are in for a big surprise. Yes, automating libraries will mean enormous benefits to both the users of the library and the staff, but the road to that is fraught with hidden and not so-hidden issues, which librarians should become familiar with before they embark.

In some ways making the choice of the actual software is the easiest, as once the choice is made, the organisation must then construct a detailed implementation plan, a timetable for

that implementation, and prepare a statement of the formal organizational structure it intends to adopt in which to make fullest use of the new system. One of the most important areas to consider, if not *the* most important, is planning. Adequate planning is essential to a successful automation implementation.

## BACKGROUND FOR PLANNING

There are a number of important lessons that can be learned from before any librarian embarks on an automation project. I do not propose to have the solution to these but to highlight them and give some personal remedies.

1. **Automation will almost always be more costly than originally estimated.**

When purchasing an automated system, libraries tend to focus on the costs of hardware, software, and maintenance costs as spelled out in the contract. The importance of the other costs associated with the system are often overlooked or underestimated. These include:

* site preparation expenses
* unrealistic expectations about the amount of staff needed to run the system
* failure to anticipate the need to expand the system (e.g., user licenses)
* ongoing operational costs (e.g., file-saves, storage requirements)
* training
* publicity

New information technologies have placed tremendous pressures on outdated cabling and wiring. Expanded budgets are therefore required for such things as additional connective wiring and cabling. New input formats on the software may require revamped policies and procedures, rules and regulations. These all involve staff time which must be taken into consideration when looking at costs. Expanded training (of both staff and users), and continuing education requires increased travel budgets for participation. Other costs can be incurred in perhaps having to employ the types of personnel to handle technological problems, or maintenance and repair of the system. New furniture may have to be purchased for both backroom staff and circulation staff. Existing furniture may have to be altered to make allowances for terminal and printers.

The library will face increased costs in heating and air-conditioning to maintain the new system, as circulation and humidity will be very important in ensuring the smooth running of the hardware. Factors that have to be taken into consideration include temperature, humidity, dust control and static discharge and lighting. As previously mentioned, site preparation can have enormous costs associated with it, as reconfiguration and reconstruction of physical facilities both within and outside library buildings is often necessary. Issues such as having a dedicated electrical power to the computer, accessibility to fire extinguishers, etc. all have costs associated with them.

The best protection against underestimating is a careful and realistic assessment of all the known factors in the automation project that are likely to have expenses associated with them. Careful planning and budgeting do not provide complete protection against possible cost under estimates. but will help reduce the gap between anticipated and final costs.

2. **Library staff and Information Technology (IT)/Computing Staff will have problems communicating with each other.**

One of the main problems that is encountered today is the jargon that abounds in both the library world and the computer industry. How many IT staff know what a MARC record is, and how many librarians really know how a client/server network operates? Even when librarians and IT staff do use the same word, it often has a different connotation to both parties.

This situation is improving, but another more important issue apart from the knowledge gap is what I call the "personal space" gap. By this, I mean that in many libraries there stems a real and potentially harmful situation that exists between the library staff and the IT staff, in terms of areas of responsibility. IT staff have for years grown accustomed to having total responsibility for the operation of their organisations systems and have operated efficiently and effectively within this arrangement.

The installation of a software system in the library sees many of the traditional tasks undertaken by the library, such as file-saves, file upkeep and security procedures, now handled by library staff. and worse in their eyes, by librarians! We are often seem as being the usurpers on their territory. This situation is not untenable. Librarians must however, recognise that they are venturing into unknown and uncharted territory and must learn to work co-operatively with IT staff both before, during and after the automation project.

By involving the IT staff in the project from day one, ownership of the project is shared between the IT department and the library, and this early relationship can only serve to help the library staff in building and fostering a workable relationship.

3. **Librarians and software vendors have misunderstandings.**

Vendors often complain that librarians often do not say what they really mean and libraries complain that vendors only have an interest in profits and are prone to promise anything and everything to realise a sale. One would be foolish to not accept that this is true in many instances, but libraries are the livelihood of vendors and as such they have a vested interest to have happy customers. Vendors are legally bound by the contracts they sign with libraries and as such will not promise extraordinary functionality or services if they cannot be delivered. They would be out of business before they begun.

It is up to library staff however, to ensure that the contract is simple and readable and that both sides use the same terminology. For example, a recent contract sent into Dynix had the following requirement:

Both sides must ensure that all commitments are in writing and verbal agreements should not be used.

**4. Development plans, delivery schedules and implementation dates can be delayed.**

If you talk to any librarian who has gone through an automation project they all tell you one thing. One of the long outstanding lessons of library automation is that systems tend not to be up and running by the date originally targeted. There are many reasons for this, some attributable to the library some to the vendor.

In the case of the latter, vendors often schedule a project before receiving data and only after having a brief overview of the contract. It is only as the project is underway that they realise that there are variable in the contract that will cause delays. In the case of the library, staff often omit vital information when talking to the vendor prior to the contract signing, which results in delays. Equipment failure or delivery delay would have to be a major cause in project slipping, and when other parties are also involved (e.g., retrospective companies, Electrical and Wiring staff, etc.), then delays are inevitable.

Even when the hardware and software are delivered on time, there is often a phase of difficulty with "gremlins" causing some type of malfunction that can delay the system being implemented. In more than a few cases, the library itself as not adequately prepared the installation site, and is still waiting on necessary wiring and cabling.

**5. What comes out of a system must first be put in.**

Among the most *underestimated* factors in implementing an automated system is the time and effort required to convert either manual or another software systems data so that it can be loaded onto the current software.

In the case of manual data, this is one of the most crucial aspects of library automation and it is important that a library *realistically* assess the amount of time, effort and co-ordination required for a conversion project.

Another often over overlooked aspect of conversion is the amount of effort that is required to tidy up the database *after* it has been loaded. This is particularly the case where the library has created its manual database over the course of a few years. When a library sees its records online for the first time they can often be horrified by the state of the data, especially the lack of authority control, poorly catalogued material, duplicate entries, spelling mistakes etc.

So a question that is often asked is whether a library should make an effort to clean up its data either before it is loaded or after. My answer to this question would be "It depends." Some types of errors are much must faster to clean up after they have been loaded onto the system. I refer particularly to data that is present on a number of records, for example: authority headings. Most systems these days have routines which can globally fix errant data, so it would be highly inefficient to attempt to do this manually.

On the other hand some types of jobs would be better done *before*, the data is loaded. I would recommend that you have discussions with your vendor during your pre-installation stage to discuss this matter.

Once the database has been created, time must be allocated to clean it up. Quality of any database can only be ensured through constant and careful attention to detail.

6. **Machines do not work all the time.**

A source of frustration for anyone is todays world is when a machine is unavailable or down. We have all experienced the frustration when trying to use an automatic teller, or trying to book an airline seat. Regardless of the type of system, its level of sophistication, or its costs, there will be such periods. A library should therefore have contingency plans for these occasions, either by purchasing a portable unit, having a stand-alone PC available, or have clearly established manual procedures which can be used.

7. **Automated systems do not do everything that the library would like them to do.**

No library system on the market can do everything or has every feature that a library wants. Certain features can be added but at additional cost to the library. The realisation that there is no perfect system can lead to a certain amount of frustration. It is therefore up to the library to decide which features are the most important and to pick a system that has those.

Also, even though a system can produce a range of marvellous reports on just about anything, there still need staff time and involvement in taking off lapsed holds and re-shelving them, manually deleting records form the database, and manually re-sizing growing files. These System Administrator duties are often underestimated in an automation project, as staff and particularly management see the automation of the library as a chance to free up staff.

Recently, a library posted the following list regarding their version of the eight critical factors that a vendors system should do. These are:

1. Ability to test new programs and modifications completely without risking live functions and/or data.

2. The use of the hardware and operating system is NOT propriety to the vendor.

3. The vendor should have had experience with successful conversion of previous data structures with little or no loss of data and with little or no human intervention.

4. The vendor should have a track record for hardware and software support LOCALLY.

5. Handling of system maintenance (i.e. backups, updates, reports, etc.) and the level of human intervention and downtime required.

6. Security levels; individual accountability versus ease of configuration and use.

7. Monitoring of specific workstations for the purpose of both troubleshooting, statistics, and user assistance.

8. Compatibility with TCP/IP and standard terminal emulation software (i.e. Telnet, Windows, OS/2, IBM 3270 etc.)

**8. Some staff will never like using the system.**

Some people hate computers and always will. They feel either threatened or do not like using something that they cannot make notes on, walk around the shelves with, etc . It is therefore vital that the library manager is sensitive to the legitimate fears that staff may have about the adverse effects of computerisation. Often the resistance to new technology is more related to the organisational climate than it is to the actual system itself. Common psychological reactions which can be expected however, include confusion, annoyance, apprehension, resistance and even fear. Many employees may feel threatened with a loss of esteem, position, importance and power. Members of staff, particularly older ones, may fear that they will not be able to learn to use the new system and for this reason alone may resist its introduction.

A way to minimise this is to involve as many library staff as possible in the project from the very beginning. Convince all staff that the new system will be to their benefit and will improve their working situation and environment. Again the issue of ownership is important here. Hold regular meetings to inform staff of the status of the project, and circulate any available literature from the vendor. Knowing the functions that will exist on the new system, invite staff to participate in the re-design of workflows and procedures. By fostering a team environment, with the team being the staff AND the computer, you will minimise the distrust and insecurity that many staff have with the advent of an automated system.

I would however stress two key points here; be honest and be realistic with staff where the new system is concerned. Where fears are justified, be honest about the consequences. Although there are few job losses as the result of automating, there may be significant changes in work patterns. An automated system can cause the bulk of materials to be processes more quickly and cost effectively by non-professionals, which can then cause a change in the duties of Technical Services staff. Be realistic when telling staff that the new system will not solve all their problems. No automated system will make all processes faster, easier and cheaper; some aspects of work may become more time-consuming and expensive. The automation of manual tasks inevitably changes jobs. Skills that were once important in older routines can often be rendered obsolete, while new skills demanding expertise on the automated system gain prominence. If you make staff aware of these issues from the outset, you will stand a greater chance of success.

9. **Other libraries can be a valuable source of information.**

Many librarians do not access one of the most readily available sources of information. That is. other libraries who have undergone an automation project. Other libraries that have already undertaken a similar project can lend valuable insight into the process. It is important to bear in mind however, to know how long ago they purchased the system, and how it differs from the current one. Problems faced a few years ago with a particular vendor may since have been resolved, or a new version of the software may be in place. Talk to a number of librarians, not just one or two. Try to pick those libraries that have the greatest similarity with your own library. Look for such things as number of users, computer platform, database sizes and modules. And remember, that no matter how good a package is, *every* good vendor has at least a few dissatisfied customers (even Dynix!)

Other libraries RFP's also make a valuable source of information. One of the most crucial purposes of the RFP is to outline what the library expects an automated system to do. Get copies of other libraries RFP's if possible, and use them to ensure that your RFP covers all the functions you want your system to perform.

One of the main areas today, in regard to the RFP, is that there is often a basic misunderstanding between the vendor and the library as to the idea about meanings. At Dynix we receive a large number of RFPs, and every time have to go back to the library to get clarification over a term. Make sure that if you do lift sections from another library's RFP, that you understand each of the points.

10. **Where possible, try to organise a demonstration of the software.**

It is often useful to request a demonstration of the software, and most vendors will happily oblige. The demonstration process is a useful tool in understanding the major characteristics of the system. Be aware of a few issues though. These are:

* Future software capabilities do not exist. If you take that attitude there will be less likelihood of misunderstandings further on down the track. Although most vendors have a number of software projects running, some of these may not come into fruition, so it is better to judge the software on what is actually already written and operating.

* Try to disassociate any problems that occur during the demonstration. Problems such as modem lines or telephone lines should really be ignored. Also, sometimes the actual computer system itself can fail because of abuse during travel.

* Screen displays are more often than not able to be changed by the library. Do not presume that poorly designed screen messages and layouts are fixed. Ensure the vendor show you exactly what can and cannot be changed.

If these points are kept in mind, then you will have a better chance of successfully implementing your system.

One must not lose sight of the object of library automation. And that objective is to do what we do better and more productively.

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Getting the Most Out of Your PC: Doing More with Less

by Mark Andres

The sound is all too familiar: "budget cuts," "doing more with less," "staff reductions," "increasing efficiency." In all types of libraries, librarians find that they have to provide more services with less staff and a shrinking budget. Where can we turn for help? Aside from getting more money, we can try to become more efficient at what we do so that we can provide more services with less resources. One way to do this is to use a personal computer to make your work more efficient.

In this essay, I will first examine what you can do with your personal computer to improve library services. Among other things, I will show how you can use your library PC to create signs, newsletters, brochures, and handouts. I will demonstrate how a PC can be a valuable tool for budgeting, accounting, and file maintenance. After examining some of the uses for personal computers, I will discuss ways to find inexpensive software that will allow you to accomplish these tasks. I will look at two of the best sources of inexpensive software: mail order software and shareware.

Throughout this essay, I will use the term personal computer (PC) to include all types of personal computers including Macintosh computers. Often, in the computer world, people talk of a PC as being an IBM-compatible personal computer *in contrast* to a Macintosh. However, I will include Macs when I use the term PC. Also, most of the examples I will use relate to Macintosh computers. I know much more about Macintosh computers and software than I do about IBM-compatibles, so I tend to provide examples from the Macintosh world. However, everything I discuss here applies to IBM-compatibles as well as Macintosh computers.

**Personal Computer Uses in Libraries and Archives**

A basic reality of the library world is that some of the work is repetitive and clerical. This is where a PC can be a librarian or archivist's best friend. Personal computers can do two things well. They excel at performing repetitive tasks and mathematical calculations without getting bored or tired. They also allow you to do things that you once had to rely on outside sources to do for you—of course, at a higher cost. In this section, I will discuss the different uses for computers in libraries, by examining the different "genres" of software available. These include word processing, spreadsheets, databases, graphics, and page layout programs.

*Word Processing*

Word processing software allows you to write like you would type on a typewriter. Using a PC holds many advantages over the typewriter. First, you can edit and make changes again and again. Only when you have the text exactly as you want it, do you print it out. Second, it is very easy to make multiple copies without retyping. Third, most computers now allow you to add special type to your documents such as *italics*, **boldface**, or underlining. Finally, if you are a poor typist like me, you will appreciate the spell checking and even grammar checking abilities of most word processing software packages. Word Perfect used to be the standard word processor, but Microsoft Word has become increasingly popular.

In the library, your PC and some word processing software can easily replace your typewriter. The day to day operation of any organization involves a fair amount of correspondence. Letters, faxes, and all other types of correspondence can be managed by using a word processing software. One of the many advantages of word processing software is that you maintain a copy of all your correspondence in electronic form. This cuts down

on paper—you don't have to make a paper copy for yourself. Also, most word processing software includes a mail merge facility that allows you to create multiple letters where the contents are the same but each letter is addressed specifically to the receiver.

Another useful tool found in most word processing software is templates. Templates are electronic forms that have some information already added. For example, when you write a letter, your return address will always be the same. So you can create a letter template. When you open a new document using the template, instead of starting with a blank form, you will already have some information added. In this way, you do not have to constantly retype your return address. You can easily create templates for letters, faxes, reports, orders, and many more. Once you use word processing software, you'll wonder how you ever got along without it.

*Spreadsheets*

A spreadsheet is like a computerized accounting ledger. It consists of blocks usually known as cells. Each cell can contain number values or words. Spreadsheets allow you to do various mathematical manipulations from the very simple to the extremely complex. Spreadsheets tend to be easy to learn and are very popular in the business world. You may already know Lotus 1-2-3 or Microsoft Excel.

The library applications for spreadsheets are numerous. Spreadsheets allow administrators to maintain accounting records and budgets without requiring an accounting degree. With a little practice, anyone can set a simple accounting system to track library expenditures. Spreadsheets can also be used to maintain time sheets for student or hourly workers. They can also be set up to track various sources of income such as fines, fees, and copy machine money. This could be maintained in a separate spreadsheet or kept in the same file with expenses as a master account. Spreadsheets also provide an excellent tool for manipulating

statistics of all sorts. Maintaining library statistics can be a nightmare, but with a spreadsheet it is simple. Once you enter the statistical data, you can integrate it into annual reports, newsletters, etc.

Finally, most spreadsheet software includes graphing and charting functions that will automatically produce charts or graphs based on the data in the spreadsheet files. For example, you could quickly create a pie chart illustrating where expenditures are allocated for an upcoming board meeting. One bar graph showing increasing circulation statistics can be superimposed over a another graph representing the budget decreases over the same time period. The uses for graphs and charts are limitless and spreadsheet software allows you to create them easily.

*Files/Databases*

A database is a program that allows to collect data in an ordered fashion. A telephone book is an example of a non-computerized database. It contains names, addresses, and phone numbers is a structured layout. A library card catalog is another example of a database. Using a computerized database is better because it allows you to arrange and rearrange your files easily. It also allows to retrieve information more efficiently. For example, what if I know that a person's first name is Tim and that the last four numbers in his phone number are 4382. I want to find his last name, his address, and his full phone number. Using a telephone book, this is nearly impossible. A telephone book is arranged by last name. If you don't know someone's last name, you probably won't be able to find them in the phone book. With a computer database, however, you could search for all the entries that have Tim as the first name and all the entries that have 4382 as the last four digits in the phone number. You could then see what entries have *both* the name Tim and the desired four digits. A popular database program in the business world is dBase, but

recently FileMaker Pro is gaining popularity due to its power and ease of use.

If your library has an online catalog instead of or in addition to the card catalog, then you have experienced a powerful computer database. Online catalogs provide the same access a card catalog does—by author, title, subject, and series. However, most online catalog software systems also allow keyword searching that would be impossible using the card catalog. Many systems also allow you to combine access points for your search and to limit searches by various criteria. For example, if you know the book has the words "chocolate parfait" in the title somewhere and the author's first name was Margaret, you can combine an author and title keyword search. Or, to give another example, you want to find all the materials available on ergonomics, but you only want materials published since 1990. Many online catalogs will allow you to do this.

If you have a small library, you may be able to use a PC and a database program to set up your own online catalog. There are even special "bibliographic database" programs available such as Pro-Cite by Personal Bibliographic Software, Inc. Pro-Cite is a special kind of database program that is already set up for various types on bibliographic data. It includes formats for books, journal articles, maps, video recordings, conference proceedings, and many others. In addition, you can create your own custom formats if needed. For a small library, Pro-Cite would make a very cost efficient online catalog.

Another excellent use for a computerized database is to create local indexes for newspapers or magazines. At the TUJ Library, we have two major indexing projects on-going to solve common library requests. Problem one: if I know the title of a short story or play, how do I find that short story or play in collections or anthologies. To solve this problem, we are creating a database of short stories and plays that are in our library collection. We began by indexing multi-author anthologies. Once that was done, we began

to do single author collections as well as short stories and plays in magazines. We keep two databases—one for drama and one for short fiction—that are accessible from any Macintosh in the library. When new books or magazines come in, staff members scan them for short stories or plays. We also continue to work retrospectively through the collection employing student workers for the data entry. As of October 1994, we have 645 plays and 4,207 short stories in the respective databases.

Problem two: the library receives many English-language periodicals published in Asia about Asian topics that are not indexed in available periodical indexes such as the *Readers' Guide*. To tackle this one, we are creating our own index of Asian periodicals. We began by focusing on a few titles and provided complete indexing. Slowly, we have added other titles often giving them selected coverage. Occasionally, we also add articles from collected essays or *festschriften* that we feel are relevant to our index. As of October 1994, we had 956 entries and the database continues to grow daily. Reference staff find this an invaluable source for accessing Asian materials in the collection.

*Graphics/Page Layout*

Technically, these are two different types of software, but I will discuss them together. A graphic program is software that allows you to create and manipulate computerized pictures. Usually, we differentiate between text (computerized letters, numbers, etc.) and graphics which are made up of thousands of dots (called pixels). Most graphics programs come with "clip art" are pictures that someone has already created. You can use or modify the clip art or create your own pictures. There are many graphics programs available, but a very popular program now is Adobe's Photoshop.

A page layout program is a program that allows you to easily combine text and graphics to create your own publications. Usually, you create the individual elements in other programs

and then combine them in the layout program. For example, you might write the text for your annual report in a word processor, add in a chart created in a spreadsheet program, throw in some graphics, and combine them all in the layout program. Layout programs are the basic tools of the professional desktop publisher. Today, many magazines and newspapers are now put together electronically. Aldus PageMaker is the traditional champion of the page layout arena.

One of the best uses for a personal computer and your page layout software is to create a library newsletter. Newsletters are an inexpensive and practical way to keep your users informed of what is going on in your library. Publishing a regular newsletter is an important public relations tool. If your library is very large or complex, you may want to use internal departmental newsletters in addition to a general library newsletter to help keep the entire library staff informed. Moreover, producing a newsletter can be very economical. Rather than putting out several memos, you can combine them into one newsletter. The Temple University Japan (TUJ) Library's newsletter comes on one two-sided page. It contains the information that could normally be found in 8-10 memos. That is one sheet of paper as opposed to several. At the very least, you are saving paper and trees.

At the TUJ Library, we put out our newsletter every two months--one at the beginning of each semester and one toward the end. A regular schedule is better than "putting one out whenever we get a chance" because you users will soon learn that they can rely on your newsletter to be a regular source of information. A shorter newsletter produced more often is better. To produce our newsletter, we use a simple page layout program on the Macintosh. At first, we used a word processing program, but later purchased the page layout program to help spruce up the newsletter. Also, I found a very good deal on the page layout program, but more about how to do that below.

Another way you can use your PC to save money is to make your own signs. With a simple graphics program and a tiny bit of talent, you have all you need to produce your own signs for all needs and occasions. You can use the computer to create your basic signage or you can produce signs and flyers for special occasions. We make all signs found in our library with the computer, thereby saving the costs of having signs made.

Finally, with a graphics or layout program, you can easily produce your own handouts and brochures. At our library, we produce several regular publications for our users. In addition to the newsletter mentioned above, we have small users guides that teach users how to use our online catalog or how to use our CD-ROM databases. We also regularly produce a catalog of videos in the Media Center. For the students and faculty in our graduate program in English as a Second Language, we produce a bibliography of books on education and linguistics. In addition, we produce our own library brochures that explain the rules and policies of the library. All of this is done on a computer requiring no outside costs for printing or publishing.

From the discussion above, you may have noticed that in most cases, you are directly producing the finished product. With a personal computer, you become the writer, editor, publisher, artist, and designer. This is known in the computer world as desktop publishing. It means that you can use the PC on your desk to publish your own works or produce your own materials without any outside help. If you take the time learn to use the PC in your library, you can save yourself and your library a great deal of time and money in the long run.

**Finding Cheap Software**

All of this may sound great, but the problem is finding the software to do all these great things. With tight budgets, it is difficult to equip your PC with all of these necessary tools. So how do you get the software you need without breaking your budget? Obtaining good software need not cost a fortune. I will show you two ways to find cheap software that are practiced everyday by "people in the know."

*Mail Order*

If you are interested in name brand software, you could go to the local computer or business supply outlet and buy the software of your choice. This might be WordPerfect, Microsoft Word, Lotus 1-2-3, dBase, Microsoft Excel, or some other commercial software. If you buy or order it from a local computer store, you will probably pay the suggested retail price. For the software mentioned above, you will probably pay between $400 and $800 per item.

However, thousands of people around the world purchase name brand software at a fraction of the retail price. We pay what is know as the "street price" and it is often 50% or more off the retail price. How do we do this? We order our software from mail order catalogs. Mail order firms charge big software companies to advertise their products in the mail order catalogs. Because they make much of their money from the advertising, the mail order firms can then sell the software for very little profit.

How do I find a good mail order company? How do I find any for that matter? The best way is to look through the advertisements in a computer magazine. You will see many ads for mail order companies. You may also notice that the advertised prices are half or less of the retail price. What is the best mail order company to order from? Ask around among your friends and colleagues. If you have a local computer guru, ask him or her. The odds

are any computer "power user" has ordered software (and even hardware) via mail order. Attend user group meetings and ask members there. The best way to avoid mistakes is to rely on the experience of others.

Another rule of thumb is that the larger the ad in the magazine, the more reputable the company. This is not 100% true, but it can give you a general idea of the standing of the company. Also, read the advertisement carefully, including the fine print. Check for their guarantees and return policy. Check for their policies on international orders. Do they have an international fax number listed in the ad? If they do, they probably have experience catering to international orders. Many computer magazines also run articles telling you how to order from mail order outlets. One such magazine, *MacUser*, runs a checklist of things to watch for when buying mail order in each issue.

When you are placing your order or getting a price quote, ask as many questions as you can think of. Method of shipping, insurance, return policy, and guarantees are all things you want to clarify before ordering. Make certain that they include shipping and insurance charges in any price quotation and that they tell you how they ship. Most companies will use DHL for international orders.

Granted, many of you might be limited by your ability to order through mail order. Usually mail order requires a credit card, although a check or money transfer is also often possible. At our library, we charge software to an individual's credit card and then seek reimbursement. This may not be possible at your institution. Please check with your local accounting department first, before attempting to use mail order.

Another advantage of mail order is that they usually offer a much wider selection than retail computer stores do. If you don't care about getting "big name" software, you can often find very good, inexpensive software from lesser known companies through mail order.

This software often has all the power and features of brand name software at a fraction of the cost. Or, perhaps, it does not include all the features of the brand name software, but you may not need all of those features. Here are a few examples to help clarify this point.

In our library, we do not use spreadsheets that much. We use them for basic accounting and statistic maintenance. Spreadsheets are very big business and most commercial spreadsheets will offer you all sorts of features and extras. Of course, these wonderful features come at a high price. We needed a basic spreadsheet and instead of buying Microsoft Excel for the Mac, we purchased a spreadsheet called BiPlane! It cost $80 with shipping as opposed to the $249 for Excel via mail order. BiPlane! will only do charts in 8 colors as opposed to 256 for Excel. BiPlane! can't do many things Excel can do, but it does everything we need it to do. So we bought BiPlane! instead for a lot less money than Excel.

When looking for word processing software for our Macintoshes, we were going to buy Microsoft Word. At that time the retail price for Word was $495, but you could get it mail order for about $250. I looked into an alternative and found WriteNow which had all the features we needed. It retailed for $249, but I found it for $42! At $150 including the shipping, we were able to buy software for all three Macs for much less than one copy of Microsoft Word. I could give you many more examples of how I bought lesser known software that does what I need it to do for much less than the top of the line competitors.

*Shareware*

If you don't want or can't afford commercial software even at mail order prices, or if you can't use mail order, another alternative is shareware. If you have never heard of shareware, it is a great way to find excellent software at reasonable prices. What is shareware? Shareware is software that is allowed to be copied freely. Although the author of the software retains the copyright, you are allowed to copy it on a trial basis. After a reasonable

trial period, usually 15-30 days, if you decide you like the software, you are bound morally and legally to pay what the author asks. In some cases, the author asks for nothing (this is called freeware) or that you send a picture postcard to the programmer (so-called postcard-ware). Charges for shareware range from $5-$60 with an average of $15-$20. Often, when you register your copy, you may get added benefits such as access to additional features, a printed manual, or free upgrades.

Shareware includes all different types of software. Much of it is system extensions or enhancements. This are little things that make your computer more friendly or useful. These are usually in the $5-$15 range, but many of these extensions are freeware. Two system extensions every PC owner should have are a screen saver and a virus checker. You can buy commercial screen savers or virus checkers, but there are many shareware alternatives as well.

Screen savers protect your monitor from phosphorus burn-in that creates "ghosts" on the screen. For the Macintosh, there is a freeware screen saver called "The Darkside of the Mac." Like the popular commercial screen saver "After Dark," Darkside comes with various screen savers which you can choose from. My Macintosh came with After Dark, but I like Darkside better. Virus checkers check for (and many also remove) computer viruses from your PC. Every computer is at risk. Everyone should have up-to-date virus prevention software and use it regularly. For the Macintosh, there is Disinfectant produced by John Norstad at Northwestern University. He provides it as freeware and he updates it each time a new virus is found. He has become a legend and a saint to Macintosh users.

In addition to system extensions, you will also find shareware versions of all types of software. For terminal emulation software, shareware is very common. For the Mac, ZTerm which costs $45 is a standard. There are many shareware spreadsheets, graphics

programs, word processors, and even database programs. You will also find a lot of shareware utilities that will help you stay organized. There are numerous shareware appointment books, to do lists, and organizers.

Where can I get shareware? There are three major sources of shareware. Probably the best place is to get it at a local users group meeting. Almost anywhere, you should be able to find users groups for both PCs and Macs. Users groups are not only a good source of shareware, but they are an excellent source of expertise as well. You can get advice on all types of computer problems. You can find out what type of software to buy, what is they best mail order company, what shareware is available, how to use your computer more efficiently, and more. You may even find out that you can offer advice to others!

Another way to get shareware is from local computer bulletin-board services (BBS). Once again, you can find a local BBS almost everywhere that provides shareware. Many users groups maintain a BBS service to help support their members. To use a BBS service, you will need a modem and you may have to pay for a membership fee. Like user groups, a BBS can also be a valuable tool for getting advice. Most BBS services also offer messaging in addition to shareware archives. You can post a message on the "bulletin board" asking a question. Then others will read your question and leave some advice. Getting involved with a local BBS service can be both informative and fun.

The final way to obtain shareware is through a large online service. This includes the Internet or commercial online services such as CompuServe, Prodigy, or America Online. The Internet is an international network or networks. An Internet connection offers services such as software files, electronic conferences, news services, ability to access databases, electronic mail, and much more. Commercial online providers offer similar services, but you can only access what is on the individual network. Accessing these services as an

individual user requires a modem and usually comes with monthly charges.

Searching out cheap software takes time, work, and patience. It is like doing any other type of research. However, the rewards will be a plentiful supply of useful software on your PC. When people wander into my office and see all the software that we use, they often assume that it is illegal. How could I afford so much software, especially on a librarian's salary? Or how did I get those purchase requests through the accounting department with the budget crunch on? I tell them that by keeping my eyes open and looking for bargains, I found all this software at reasonable prices. If I am buying brand name software, I buy it mail order. If a lesser known software package can do what I need it to do, I will buy the "off-brand" to save money. The word processor, spreadsheet, page layout program, and graphics program that we use in the library are examples of lesser-known alternatives. My e-mail editor, screen saver, and virus protection software are all top notch quality and they didn't cost me a cent. The best thing is that you can do it too!

**Selected Annotated Bibliography**

This brief bibliography is by no means exhaustive. It is merely a collection of some of the books I have found useful. For almost any specific software package, you will find numerous books to help get you started. Of course, the ultimate source on any piece of software is the manual that comes with it. As tedious as they often are, you should always start by reading the manual.

Bull, Glen, and Judi Harris. *HyperCard for Educators: An Introduction.* Eugene, OR: International Society for Technology in Education, 1991. ISBN: 0924667923.

Discusses ways to use existing HyperCard stacks as well as ways to create your own. Contains an

introduction to the use of HyperTalk scripting language. Overall rather simplistic.

Lowe, Doug, and Patrick Bultema. *The Only DOS Book You'll Ever Need.* Fresno, CA: Mike Murach & Associates, 1991. ISBN: 0911625585.

An excellent introduction to DOS, the operating system for IBM personal computers and compatibles. The book takes a practical approach and can either be used as a desk reference or read from beginning to end as a tutorial. Highly recommended.

Johnson, Richard D., and Harriet H. Johnson. *The Macintosh Press Desktop Publishing for Libraries.* Westport, CT: Meckler, 1989. ISBN: 0887362877.

Better titled "An introduction to Macintosh computers for librarians," this book provides an overview of the Macintosh. The final portion of the book covers the basics of desktop publishing. Somewhat outdated and simplistic.

Machalow, Robert. *Using Microsoft Excel.* New York: Neal-Schuman, 1991. (A How-To--Do-It Manual for Librarians, no. 11). ISBN: 1555700756.

Discusses both standard and unique ways to use the spreadsheet Microsoft Excel in the library. Highly recommended. Any of the books in the series, edited by Bill Katz, can give you insights on how to get the most out of your PC. Other related titles in the series: *Using Lotus -1-2-3*, *Using dBase*, *Using OCLC*, *Communicating Professionally*, and *PC Management*.

*Computers in Libraries.* Westport, CT: Meckler. Monthly. ISSN: 1041-7915. Annual subscription: $39 (personal/K-12), $80 (institutional).

Articles on widespread interest and practical application relating to computers in libraries. Includes regular columns, sections on CD-ROMs in libraries and the Internet in libraries. Includes book reviews and "Current Cites." One issue per year is the annual buyer's guide. Highly recommended.

*Apple Library Users Group Newsletter.* Cupertino, CA: Apple Computer. Quarterly. ISSN: 0887-2716. Free.

Newly redesigned, this newsletter provides useful reviews and articles relating to the use of Apples, Macintoshes, and Newtons in libraries. For a free subscription, write to Monica Ertel, Apple Computer, 4 Infinite Loop MS 304-2A, Cupertino, CA 95014; Voice: (408) 974-2552, Fax: (408) 725-8502; E-mail: ertel.m@applelink.apple.com. Recommended for Macintosh users.

# Impact of E-mail on Literacy

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The definition of literacy has been evolving over the centuries. More than one hundred years ago a person could claim to be literate if he/she was able to sign his/her name (Dubin, 1991). With the passing of time, literacy came to refer to the ability to read and write. In recent years, the definition of literacy has expanded to include reading, writing and reasoning. A literate person is supposed to "express thoughts and feelings in writing, and understand those of others in reading" (Wilson, 1986; p. 28).

Not only has the definition of literacy been changing, but the tools used to develop literacy have changed due to the development of technology. Paper and pencil are no longer the only tools for developing literacy. The advent of widely available computers and telecommunications has provided another tool for facilitating literacy through the use of electronic mail (e-mail).

E-mail is a medium which allows people to send and receive messages via the computer. To use e-mail for exchanging messages, one has to get an e-mail account and a username so that an electronic mailbox inside the computer can be assigned. The computer is like a messenger in charge of sending and receiving mail for an e-mail user. An e-mail user deposits the mail to be sent in the electronic mailbox and checks the electronic mailbox to collect mail received from other senders.

E-mail is a unique mode of communication which combines the advantages of traditional mail, FAX, and the telephone. Like the mail and FAX, e-mail allows the user to compose and read a message. Like FAX and

the telephone, e-mail transfers a message almost instantaneously from sender to addressee (Bolton, 1991).

**Application of E-mail in Educational Settings**

E-mail has been used for many years in business settings, but only recently has e-mail been used in educational settings. Current uses of e-mail in educational settings fall into the following three categories: (1) e-mail as an informal communication tool; (2) e-mail as a student-teacher communication tool; and (3) e-mail as a classroom-world communication tool.

1. E-mail as an Informal Communication Tool

Teachers and students can use e-mail as a communication tool to fulfill their personal needs. They can use e-mail to exchange information, discuss opinions, and keep in touch with friends. For example, teachers can exchange information about students, teaching methods, course materials, or they can just chit-chat with their friends via e-mail. Students can send messages to each other to arrange meeting times, help each other with assignments, or simply send "Hello" greetings to friends.

2. E-mail as a Student-Teacher Communication Tool

E-mail is sometimes added to the regular classroom in the hope of increasing interaction between teachers and students to improve the quality of the learning environment. Teachers can set up e-mail communication with students to supplement the traditional mode of classroom interaction. They can ask the students to send them e-mail messages discussing any questions concerning the courses. Teachers can also conduct conferences with students and have course syllabi, lecture notes, and assignments delivered through e-mail.

3. E-mail as a Classroom-World Communication Tool

E-mail can expand the communication circles of the learner beyond the boundaries of the classroom and the campus. It can help find an interested audience and provide an effective communication tool that allows learners to communicate even though they are physically far away from each other. Joint educational projects can be conducted across schools, states or countries through e-mail. These joint telecommunication projects can be of any subject matter and can last for an indeterminate length of time. The learner is provided access to global communication and empowered in the learning process.

**Advantages of Using E-mail to Facilitate Literacy**

Implementing e-mail in educational settings provides an effective mode to communicate ideas and meanings. There are several advantages of using e-mail to facilitate the reading, writing and reasoning of students of all ages.

1. Students are motivated to write via e-mail communication.

> I like to use computer[1]. Therefore, I used computer every day. Also, I like to write something. So, I hope that I can use computer next term. I was looking to using computer and to communicate by writing to American people. If you can do this project next term, please tell me. (Toshi[2])

This was written by one of the students in my research project. He sent me this message via e-mail when the research project came to an end. The research project was conducted in an American English Institute program on the campus of a large public university. My subjects were international students who came to the United States to study English.

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[1] E-mail messages quoted in this paper are edited for spelling and grammatical mistakes.
[2] Names used in this paper are not real names to protect the subjects.

The motivation shown by the students involved in the program was fascinating. They considered e-mail fast, convenient and fun. The students wrote about a variety of topics in their e-mail communication with the instructor. They talked about the problems in their study, their past lives, their adventures in the United States, and their culture shock.

One incident which occurred in my pilot study demonstrated the strong desire students have to communicate via e-mail. Due to limited funding of the pilot study, the students were told they were only allowed to write to the instructor via e-mail. In the e-mail training sessions, I deliberately avoided teaching the students how to send e-mail messages to people other than the instructor. Yet two female students in the project figured out how to send e-mail messages to each other. They secretly wrote to each other via e-mail:

> Hi! Akiko. I'm glad that I can talk to you this way but I'm not sure that it is good if the instructor knows this. Anyway, it's an interesting and exciting experience to talk by electronic mail, isn't it? If I can stay here, that will be fine; if not, I'm still appreciate that I have ever been here. I have learned a lot through the life here. See you tomorrow in class. (Danne)

> Dear Danne:
> Thanks for your mail. I am afraid of using computer without telling the instructor. Anyway we can go on a trip, two of us. Actually I can't use much money. I wish we can go anywhere cheap way. Someday I'd like to talk to you. I have a problem. I have to find a new house where I'll live next term. I'll be busy. Anyway I do not feel bad. Don't worry about me. See you soon. (Akiko)

A secondary school teacher in a public school in Guam agreed that students were motivated to use e-mail communication. Her students enjoyed reading and writing via e-mail. She considered the high interest level of her students to be the main reason for improving their literacy. Two of her students were labeled as slow learners. Even though they were "slow learners," they were very active in e-mail communication.

Motivation on the part of learners is an important factor in enhancing literacy. "The desire, or at least the willingness, to read and write is obviously essential if literacy is to have any practical value; still more so if it is to have any more fully educational value...."(Wilson, 1986; p. 29).

2. E-mail provides an audience other than the teacher.

A kindergarten teacher in Eugene, Oregon, conducted several telecommunication projects in her class via e-mail. In one of her projects, the children in her class collaborated with children in five other states to write a story. Children in one state wrote about the characters in the story while children in another state wrote about the story setting. Children in the other states were in charge of writing the first chapter, the second chapter, and the third chapter.

The children in her project put great effort in their writings because they knew their stories were not only read by the teacher, but also by other children. During an e-mail interview, the kindergarten teacher sent me the following message in response to my question on the role of e-mail in improving literacy:

> I think that e-mail has several positive benefits in improving literacy. The first is the pride students take in sending out their own work. They work harder to make everything correct, they are more specific about their material, and they make sure their facts are right. They also seem to feel a certain freedom to express their creativity, and have less inhibitions about asking questions from people they can't see. (A Kindergarten Teacher)

The comment made by Richard M. Coe (1986) validates the kindergarten teacher's perspective on the benefits of using e-mail to improve literacy.

> If students are to put effort into their writing process, they must be motivated. In part this can be done via the traditional rewards and punishments - notably grades, praise, and criticism. In part it can be done through the opportunity for some sort of "publication": Just knowing that a piece of writing will be read by someone other than the teacher - even other students in the class - can be a powerful motivation (p. 299).

3. Students learn vocabulary, grammar, sentence structures, and idioms via e-mail writing.

E-mail is interactive writing. It not only involves writing of messages but also reading of messages. In order to respond to messages sent to them, students must do a considerable amount of reading to fully understand the messages.

Reading is an important component in literacy. Summarizing the research findings about the importance of reading on literacy, Krashen (1985) concluded that "reading exposure,...results in development of several aspects of the language arts, reading comprehension, vocabulary, grammar, and writing style" (p. 104).

E-mail communication contributes to a student's reading ability. What is more, if the student is communicating with a competent language user, it will also provide opportunities for the student to pick up vocabulary, grammar, sentence structures, idioms, and writing style. E-mail communication between teachers and students can provide opportunities for teachers to model correct uses of language.

The students in my research project enjoyed reading the instructor's messages and realized the importance of reading these messages. One of the students sent this message to me, asking me to teach her how to get a hard copy of the instructor's messages so that she could take them with her and read them whenever she wanted:

> Everyday I like to pick up some sentences from those messages my instructor sent to me for learning writing and grammar skills. If I don't know how to print, I have to pick them up by handwriting. However, it takes time. So far, I don't have any good idea which is helpful, except to learn how to print, or you can give me some suggestions? (Danne)

Another international student pointed out that he preferred communicating via e-mail rather than face-to-face communication. E-mail is written communication, and it provides thinking time to the user:

> I talked with my advisor to get information and had discussion with my American friends via e-mail. I picked up lots of vocabularies, phrases and expressions by doing so. It is very stressful for me to have face to face communication because I am slow. You do not have chance to think, and you've got to respond immediately. Sometimes you can just have time to catch the idea, you don't have time to check grammar. (Victor)

Sometimes the students learn idioms via e-mail communication. Once the students learn these idioms, they tend to use them in their messages.

> Although I felt tired, I still couldn't sleep early. I like to study at night, especially in the deep night. I don't know how to call this kind of people in English. In my country, we call them as "night cat." I am a typical night cat. (Ying)

> People who like to stay up and work at night we call "night owls"--same idea as your culture, just a different animal. (Instructor)

One student wrote to the instructor and asked her "What's the meaning of "keep the finger crossed"? The instructor wrote back and explained:

> "To keep your fingers crossed" is what we do with our fingers to bring good luck or to have good results. You cross your middle finger of your right hand over onto the finger next to your thumb. If you need double luck or good results , you do this on both hands at the same time. You also do the same when you are lying, but you put your hand behind your back. Keeping your fingers crossed when you are lying means that the lie doesn't count. (Instructor)

5. Handwriting is not a pitfall for literacy.

Some students have difficulties in writing by hand. It is often difficult for them to form strokes and letters by hand. E-mail makes writing easy. Students do not need to worry about their handwriting and can always have a "clean" screen. They can easily erase, and the letters on the screen always look neat. Daiute (1985) considered how the combination of e-mail and word processing capabilities can contribute to the writing process:

> The computer enhances the communication functions of writing not only because it interacts with the writers but also because it offers a channel for writers to communicate with one another and because it can carry out a variety of production activities. Writing on the computer means using the machine as a pencil, eraser, typewriter, printer, scissors, paste, copier, filing cabinet, memopad and post office. Thus, the computer is a communication channel as well as a writing tool (p. xiv).

One of the students in my research project described his opinion of typing on the computer rather than writing by hand:

> My handwriting is very poor. It was also faster for me to write by the computer than to write by hand. When I use e-mail, I have enough time and it is easier to edit. I feel it is better for me. I feel it is very troublesome to write by hand. When I write by hand, I have to erase by using the eraser. After that, I have to try to make the paper look clean. I really feel it is very troublesome to do so. It is very convenient for me to use the computer. All I need to do is to turn on the computer. (Lin)

6. E-mail facilitates cultural exchange which is essential in language learning.

Language learning cannot be separated from culture learning. Language must be taught in the context of culture. Language is embedded in culture and culture is reflected in language. Language learners are aided in their comprehension by their knowledge of culture.

E-mail can overcome geographical barriers and make it possible for students living far away from each other to communicate; this creates opportunities for students from different cultures to learn from each other.

Students are often eager to explore other cultures via e-mail. Several teachers in a secondary school in Guam gave students various assignments related to cultural learning. The Social Studies teacher in the school started out the project by having the class put together a global address letter. Then the Language Arts teacher had students compose a letter to introduce their community to others. Finally, students sent e-mail messages to penpals located in distant areas. The students considered it exciting to exchange e-mail messages with people from far away.

A second example demonstrating how e-mail can be used to teach culture involves the same kindergarten teacher who conducted the collaborative story writing. She decided to teach children to count using different languages. She posted a news message over the computer network "Kidsphere" and requested information about counting from people in different countries. She got responses on how to count in Spanish, German, Japanese, Chinese, Swedish, Norwegian, Russian, Jewish, and Hindu. Lots of responses also included phonetic respellings so that she could easily pronounce the numbers in various languages. Many parents came to the kindergarten classroom on the day the teacher taught children how to count using different languages. Parents and children were learning together.

A third example shows how e-mail can help ESL (English as a Second Language) students. Since e-mail allows users to communicate without having to physically meet , ESL students enjoy using e-mail to talk to English speakers with the purpose of learning culture. In my research project, even though the ESL students and the English-speaking instructor met in class

every day, the students felt more comfortable asking the instructor questions about culture via e-mail. A student explained, "The instructor seemed too busy to talk to me in the classroom." Below are three e-mail exchanges by the instructor and students in my research project.

Exchange One:

> What did you make for a meal on thanks giving? Is it traditional, turkey, yam, a pie? Something else did you make? I'm going to visit my friend's house on Thursday. What do you think I should bring? If you have some idea, could you tell me? Because I've never visited American family on the Thanksgiving. See you tomorrow. Bye. (Tamiko)
>
> For Thanksgiving our dinner will consist of turkey, ham, mashed potatoes, candied yams, dressing, cranberry, sauce, greens, salad, olives, carrots, stuffed celery and anything else that we can find to put together in our refrigerator. If you are over 21, you might want to bring a nice bottle of wine which is often drunk with the dinner--usually a burgandy. Or, you could bring something to munch on before the dinner, like assorted nuts. Let me know if you need more information. (Instructor)

Exchange 2:

> It is a foggy, freezing day. Thank you very much for your advice. I would like to bring a bottle of wine, I'm over than 21. Actually I'm 23. However, do I have to ask my friend about that? Because my friend said that they are Christian. Do they drink alcohol? I'm not Christian, so I don't know whether they drink or not. I eat a turkey, ham, yam, mush potato yesterday in cafeteria (dorm) already. But on Thanksgiving day, the cafeteria will close. So I must stock some food. (Tamiko)
>
> Many Christians drink alcohol with special dinners, but not to excess. It would be advisable for you to ask your friend is she would like you to bring a special bottle of wine to share at dinner. She'll be honest because she won't want to embarrass you or her family. (Instructor)

Exchange Three:

Yesterday I decide to go ski with my AEI (American English Institute) classmate on Thanks giving days. What does "Thanks giving day" mean? Why is it on November not December? Is it big event? When did it begin? What are we going to do? Are you going to give present to somebody? Please explain for me. (Toshi)

Thanksgiving began with the beginning of the US. It is a day that we give thanks to God for all that we have and it comes at the end of the harvest season and before the onset of hard winters. The first Thanksgiving was held by the Native Americans and the pilgrims because the Native Americans showed them how to plant and store food for the winter and they were able to survive and continue to live here. They celebrated the union of people helping people. Of course the pilgrims were very religious and therefore we thank God for blessing us. (Instructor)

**Conclusion**

The major potential of e-mail lies in the fact that it integrates reading and writing into one's daily life, making reading and writing a daily communication tool. If students are offered an environment where they can use written language as readily as they can use oral language, then their literacy will be enhanced. To put it in another way, e-mail might be able to make the process of written language acquisition closer to that of oral language acquisition.

**Acknowledgments:**

I wish to thank Dr. Patricia M. Holthaus for her efforts in reading and commenting on the manuscript of this paper.

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# The Pacific Neighborhood Consortium and Resource Sharing in the Pacific

by

Hui-Lan Huang

First of all, let me take this opening moment to extend my gratitude to the PIALA '94 Planning Committee, to its Program Chairman Ms. Arlene Cohen and to its Chair Ms. Joanne Tarpley. Thanks to the kind arrangement of the PIALA '94 Planning Committee, and especially the kind efforts of Ms. Cohen and Ms. Tarpley, I have this great opportunity to attend the PIALA '94 Conference and introduce you to the Pacific Neighborhood Consortium.

The Pacific Neighborhood Consortium is an organization directly involved in the Pacific Information Liberation, the main theme of this conference. For my presentation to proceed in a systematic way, I'd like to divide it into three parts, addressing the questions: what is the Pacific Neighborhood Consortium, what has it achieved, and what is it planning to achieve?

## 1. What is the Pacific Neighborhood Consortium?

The Pacific Neighborhood Consortium, or PNC for short, is a multi-national group of institutions of higher education and national libraries. The PNC was formed to initiate and implement a program in computing and communications technology oriented toward maximizing opportunities for information exchange among institutions of higher education in the Pacific Rim. The goal of the Consortium is the development of information exchange capacity to a level that will allow the participating institutions of higher education to regard themselves, not as organizations separated by physical vast distances, but as the residents of a virtual neighborhood.

The PNC began its enterprise by an exchange of communication with other centers of learning as the most effective way to start the transformation of the Pacific Rim into the Pacific Neighborhood. The PNC was initiated by the University of California, Berkeley in partnership with major academic centers in the Pacific Rim and with the collaboration of corporate partners.

### A. First Formal Presentation: '92 Presidents' Conference

As the first step in this enterprise, Dr. Curtis Hardyck, the Executive Director of the PNC, presented the Consortium goals at two conferences of participating universities in the Pacific Rim. The first formal presentation was made at the 6-8 April 1992 conference in Seoul, Korea, of Presidents of Pacific Rim Public

Universities. At the Seoul meeting, the Consortium received the enthusiastic endorsement and support of the university presidents present.

The initial presentation outlined: 1) the investigation of ways in which the Pacific Neighborhood can come into being and 2) the technical and cultural processes necessary to bring about this conversion. With these goals in mind, the Presidents Conference focused on the following three problem areas:

1. The availability and capacity of existing communications technologies; what is currently available; what is forecast to be available for the future; and what will be needed to produce effective and harmonious exchanges among the participants.

2. The standards needed to provide effective means of communication, including agreements on character sets, formats and system protocols.

3. The resources in the Pacific Rim currently accessible through technology, including libraries, databases and corpora of texts in technologically accessible form.

**B. Formal Organization: '93 Hawaii Meeting**

The Pacific Neighborhood Consortium was formally organized at a two-day meeting held in Honolulu, Hawaii, January 14-15,1993. The organizational meeting was attended by 80 persons, representing 33 institutions and 16 countries and places. At the meeting, the participants agreed to form the Pacific Neighborhood Consortium and to work toward the goals described earlier. Task force groups discussed the areas of 1) Internet connectivity, 2) standards & agreements for library and database access and 3) applications for distance learning both to institutions of higher education and to primary education. Participating institutions will also provide supplemental information for the PNC electronic database, currently consisting of an inventory of all machine readable databases in Pacific Rim countries.

**C. Membership Structure**

The membership of the Pacific Neighborhood Consortium is composed of 1) the universities of the Pacific Rim countries, both public and private, participating in a consortium to accomplish the goals of improved scholarly and cultural communication, 2) affiliated institutions concerned with education, cultural exchange and international agreement, and 3) corporate and governmental organizations with interests in information management and exchange. A common theme for members is an interest in the fostering of improved exchange of scholarly, cultural and economic information of mutual interest.

Membership in the Pacific Neighborhood Consortium requires a commitment by the applicant institution to contribute resources of personnel and support costs as

appropriate to participate in the activities of the consortium. An initial fee of US $5,000 is required for membership. An alternate fee of US $2000 may be used by countries with an extremely low per capita income. In addition, member institutions contribute the time and support costs necessary to participate in the ongoing activities of the consortium and the programs under development. It is expected that the principal active participants in Consortium activities will be the chief information officers of the participating institution -- the head of computing and telecommunications, the librarian, or those who are delegated by them to participate in the Consortium activities. Participation is not limited to the above mentioned officials, but is at the discretion of the participating institution.

## 2. What Has the Pacific Neighborhood Consortium Achieved?

### A. Identification of Areas of Interest: '94 Hong Kong Meeting

In January 17-18, 1994, the PNC held its second meeting in Hong Kong (65 attendees representing 27 institutions). Through the conference, the areas of common interests have been further identified. Although the tasks to be accomplished constitute a formidable list, it is not necessary to accomplish them all or to complete them to initiate the goals of Pacific Neighborhood. The end goals of Pacific Neighborhood are a seamless, transparent, high speed network, allowing access to a tremendous variety of information, including detailed images, from all the participating countries. The followings are some main area of interests identified:

1. Connectivity

There are at present global, regional international, national and regional national committees concerned with the coordination of research and educational networking activities. As a first step, it is necessary to identify existing and planned network infrastructures serving research and education in each of the participating countries. Also needed is an identification of all potential trans-Pacific carriers, both terrestrial and satellite and a survey of the regulations and pricing policies in the participating countries, as well as information about the state of technology and available funding for information technology in each country.

2. Standards

It will be necessary to identify the encoding standards, graphical representation systems, formats and the linked system protocols used in the participating countries, along with those changes and adaptations that must be made if easy information exchange is possible. It is also necessary to design changes to be technology-flexible and not linked too strongly with existing technology limitations.

Participants will need to know what is machine-readable now, what will be in the near future, what long range plans exist for conversion of existing databases to electronic form and what library, scientific, and environmental databases are being compiled. The participating nations must strive for agreements on how to make these resources available to each other and for agreements of access standards for these resources.

3. Costs

The costs of communications vary drastically among Pacific Rim countries, as do the mechanisms of cost control. Some countries have privately run communications systems, while many have governmental PTT's. It will be necessary to review costs among participating countries and strive for common cost controls and agreements in the sharing of information. The granting of access privilege to corpora of religious or literary text is of little advantage if the communications charges are such as to make access financially impossible.

4. Governmental Regulations

Every participating country has a set of regulations on the access of information, and on the use of electronic means of access. A comprehensive review of these regulations needs to be undertaken, similarities and differences identified and the proposal of a set of standards that are not universal -- that would be too much to expect -- but that would allow the development of common access means and protocols. The formulations of access agreements constitute a subset of these investigations.

5. Multi-National Research Agreements

Multi-national research programs are already commonplace and would be facilitated by the developments proposed in the Pacific Neighborhood Consortium.

6. Medical Information Systems

The development of improved medical information systems is one of the most immediately realizable benefits of the Pacific Neighborhood developments.

7. National Library Access

The topic of library access seems self-evident. However, the agreements and constraints on free exchange of library information among participating countries warrants a separate review in that libraries are central to the concept of a multi-national information system.

8. Multi-National Teleconferencing

One of the first developments to be promoted within the Consortium program will be the opportunity to investigate and evaluate the benefits of scholarly teleconferencing. The technology exists to do this within relatively inexpensive hardware platforms and the benefits to advancement of knowledge can be examined, as well as the implications for expansion of this technology to other uses.

9. Coordination with Government Agencies

A variety of governmental agencies will see themselves as having jurisdiction over many of the programs and efforts proposed for the Pacific Neighborhood. It will be necessary to develop strategies for proposing regulation changes that allow these programs to develop and to press for change where appropriate.

10. Distance Learning

Distance learning is an effort that many of the participating countries will be strongly involved in and concerned about. The opportunities to enhance distance learning programs should receive specific attention.

11. Access to Governmental Information

Much of the information included in a program of global information exchange is information under the control of national governments. The Consortium needs to review efforts to promote this kind of agreement among governments and facilitate these efforts wherever possible. In constructing these agreements, it is necessary to review ways in which nations sharing information systems can collaborate on mutually beneficial research programs.

**B. Issues Currently under Consideration**

1. The exchange of information about knowledge bases and the ways in which communication with these knowledge bases may be most effectively developed.

2. The ways in which access protocols may be developed and adapted to permit transparent access to a variety of knowledge bases under conditions of a known and familiar operating system.

3. The ways in which technology can be used to surmount language access difficulties present in multiple language systems and different graphical representations.

4. The ways in which both cultural and economic exchange may be facilitated.

5. The efficient transmission of high resolution image information.

6. The development of data control models allowing the exchange and manipulation of data sets to optimal configurations from a variety of original forms.

### 3. What Does the Pacific Neighborhood Consortium Plan to Achieve?

The PNC Third Meeting is going to be held in January, 1995, Bangkok, Thailand. As many participating institutions of the PNC have started work on the development of regional WWW serves, such as those in Hong Kong, Taiwan, Singapore, Japan, Thailand, Australia, New Zealand, etc., that will allow us to prepare multimedia presentations and make them available to each other for use in regional networks. The focus of our third meeting will be placed on tutorial presentations for three areas of development:

1. *Developing and Coordinating a regional WWW server network for the Pacific Rim,* presented by David Wasley, University of California, Berkeley.

2. *Developing a Distributed Electronic Museum of the Pacific Rim,* presented by Michael Greenhalgh, Australian National University, and

3. *Developing a Coordinated Library System for the Pacific Rim universities and colleges,* presented by George Soete, University of California, San Diego.

Its panel sessions will be devoted to three major concerns:

1. What should the PNC do next?
2. What issues need to be addressed?
3. What has not been done that should be undertaken?

Since many of the participating countries have reasonably good internal networks, the benefits of a WWW server network can be realized even though the actual network lags behind, and the existing network serves to provide and update information.

In closing let me take this opportunity to invite you to examine the first Pacific Neighborhood server, located at the University of California, Berkeley Home Page. It contains a list of major computer-readable databases in Pacific Rim countries and a list of WWW servers currently accessible. The Internet URL is: http://www-pnc.berkeley.edu

Let me also take this opportunity to invite you to the next PNC meeting to be held in Bangkok, Thailand, January 18-20, 1995, at the Royal Orchid Sheraton Hotel. If you have an interest in meeting librarians and curators who are interested in information technology in the Asian Pacific area, you will probably find them at this meeting. Thank you.

# JEAN CHARLOT: THE MAN, THE ARTIST

Nancy J. Morris

Aloha from the University of Hawai'i. My colleagues in the Pacific Collection at Hamilton Library, University of Hawai'i, have asked me to begin with a few words about the Pacific Collection and current activities there. The Pacific Collection houses over 75,000 volumes of material on the Pacific islands. The collection is particularly strong in Pacific ethnology, 19th century and modern Pacific literature, linguistics, South Pacific Commission and Pacific Manuscript Bureau documents, maps, and voyage literature. Many of you have visited our library and we keep in touch with others of you by mail. We give high priority to sharing our resources with other Pacific Island libraries.

One of our collections of most interest to those in Micronesia is the Trust Territory Archives. This record of 2,169 microfilm reels documents the American period in Micronesia. The index to these records is mounted as a file on the UHCARL system and can be viewed by those who have a modem and can dial into the CARL system. This past year we came to the end of a Title II-C federal grant project that allowed us to digitize several thousand photographic images from the Trust Territory Archives. At present, the images can be viewed on a workstation located in the Pacific Collection. Eventually we hope it will be possible to transfer the images to disk form so that this resource can be used by off-site patrons.

Up and running now also on UHCARL is a new computerized index

of periodical literature related to Hawai'i and the Pacific, the Hawai'i Pacific Journal Index. Such core journals as the Journal of the Polynesian Society, Journal of Pacific History, Pacific Islands Monthly, Contemporary Pacific, Pacific Studies, and Islands Business are indexed by key word, from their first date of publication. Dial-in users have full access to this index, the only current on-line indexing tool completely devoted to periodical literature of the Hawai'i and the Pacific.

Across the hall from the UH Pacific Collection at the University of Hawai'i is the Jean Charlot Collection. This is a major archive of art work and documents relating to the artist, Jean Charlot. For those of you who may be in the business of integrating an art collection into your own library, we in Hawai'i can pass on a few works of advice learned the hard way. Libraries and museums are not the same, and those librarians who want to take on both functions must educate themselves in such matters as object conservation, security systems, exhibition planning and design, loan agreements, and insurance policies.

Jean Charlot (1898-1979), though an international figure, was a man of the Pacific in the last three decades of his life. Born in France, he worked in Mexico and the United States before moving to Hawai'i in 1949. Charlot had always been attracted to the ancient and indigenous cultures of the world. In Mexico, his strongest work has to do with the native people of Mexico. When he came to Hawai'i, he expanded his themes to include those related to pre-contact Hawai'i. In 1963 he traveled to Fiji to execute murals for a small Catholic chapel at Naiserelagi in the uplands of Viti

Levu. The mural is called The Black Christ and Worshipers and its theme is the coming together of the native Fijian and the Indian populations of Fiji for worship in the Pacific way. Charlot's Christ figure wears, not a loin cloth, but a length of tapa, and all through the mural are the motifs of everyday Fijian life: oxen of the canefields, breadfruit, banana. One of Charlot's models for the mural was Petero Mataca, who was later to become Fiji's first Melanesian bishop.

Some would say that Charlot was best known for his murals, others would cite his paintings, his prints, his writings on everything from the Mayas to Disney, but we librarians have a special interest in his book illustrations. Charlot illustrated 27 books, about half of these for children. Charlot liked book illustration work, especially for children, and never regarded this as unworthy of this talents. His collaboration with a favorite children's author, Margaret Wise Brown, was especially productive. Charlot was, during the 1940s and 1950s the illustrator of choice for Mexican and Latin American subjects. Today Mexican art is back in vogue and some of his illustrated books, on both Mexican and other themes, are being reprinted. The Boy Who Could Do Anything is now available in reprint, as is a long-time children's favorite, The Good Night Book. However, if, in your library collections, you have any of Charlot's book illustrations in their original editions, hold on to them. Most of Charlot's original illustrations qualify as true lithographs. This is why:

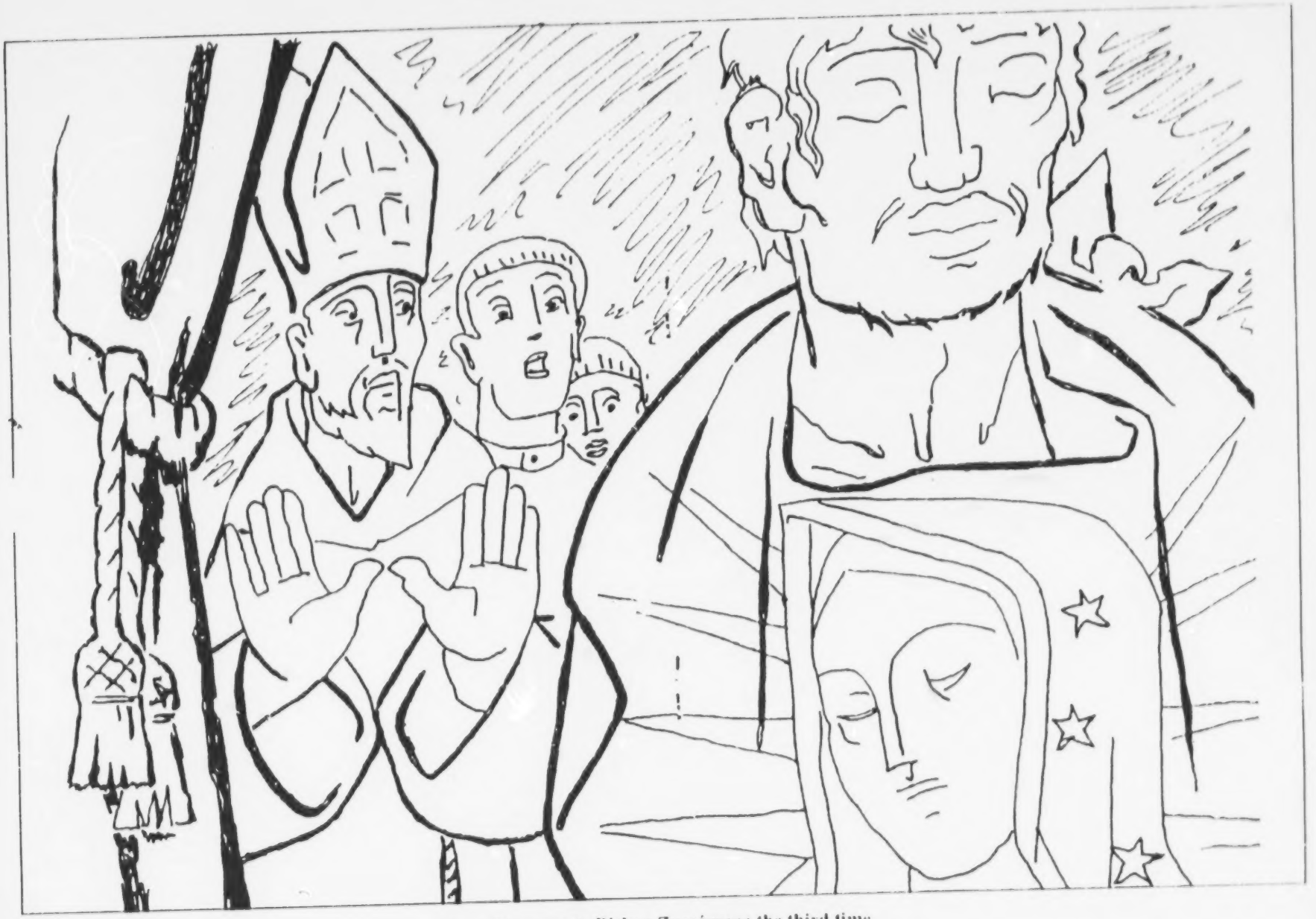
Most book illustrations today are produced photographically, and with today's technological advances, many of these images are

very beautiful indeed. Charlot, however, disliked photographic reproduction, preferring the immediacy that comes from the participation of the artist in the reproduction process. To achieve this, Charlot, who had an extraordinary color sense, worked out each color mentally and created a series of one-color plates which when overprinted on one another created the final image. These, in printmaking terms, are called "progressives" and I've brought along a set of color progressives used for a print called "Lifting the Rebozo" to illustrate the process. Since the process is little used today, surviving copies of books with illustrations created through this technique are rare and valuable.

Because of Guam's ties with Hispanic culture, those of you from this island might be especially interested in one of Charlot's best illustrated books, Helen Rank Parish's Our Lady of Guadalupe. This was one of Charlot's own favorites among the books he illustrated. Charlot's Catholicism was very much a part of his life and work and he had a particular interest in the Guadalupe story. The story as you know has to do with a Mexican peasant who in 1531 saw a miraculous vision of the Virgin May who asked that a church be built in Mexico City. No one believed Juan Diego until another miracle occurred and in the presence of the bishop the image of the Virgin appeared on Jean Diego's cloak. Charlot was fascinated with the image of the Guadalupe Virgin and came back to it often in his writings and in his art. For the Helen Rand Parish book Charlot produced an extraordinary set for drawings having a mural-like quality and a three-dimensional effect deriving from enlargement of figures on the outer edge of the drawings.

Charlot's interest in the Virgin of Guadalupe looked ahead to our time when the image is so often seen as a symbol of Mexican nationalism. Cesar Chavez's agricultural workers marched with the Guadalupe figure on their banners, and Chicano artists not infrequently incorporate the image into the art that accompanied their social message.

I close with an invitation for you to visit the Charlot Collection on your next trip to Hawai'i. We have a master set of over 1,000 Charlot's prints, copies of the books he illustrated, and included in the Charlot archives, much that has to do with Charlot's love for the islands of the Pacific.



**Juan Diego meets Bishop Zumárraga the third time.**
The image of Our Lady of Guadalupe appears on the tilma.
Illustration by Jean Charlot from the Book *Our Lady of Guadalupe* by Helen Rand Parish.

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# HERE'S TO YOUR HEALTH

## Consumer Health Information Resources

Irene Lovas
Network Coordinator
Pacific Southwest Regional Medical Library
University of California, Los Angeles
Louise Darling Biomedical Library

Presentation:

This talk is about some of the materials available for laypeople on health topics. For the most part, these are not the materials that health professionals (doctors and nurses) would use to diagnose or treat patients. They are instead books, magazines, and newsletters for those of us that don't know a whole lot about medicine. These materials answer questions about health, nutrition, fitness, and illness.

First, a little background on how this type of information became available is discussed. About twenty years ago, there was little or nothing material to explain health issues in terms that most people could understand. If a doctor diagnosed a condition, the only way that the patient would have a better understanding of the condition or treatment was if the doctor explained to patient what was wrong and how it would be treated. Let's say a person was diagnosed with high blood pressure and prescribed a certain drug. Then the person became tired and/or thirsty and began to think that something more serious was wrong. Afraid to ask the doctor, the patient just worried more! Most doctors do not tell patients what to expect from drugs prescribed or about the surgery that was to be done. Only if the patients knew a pharmacist or a medical librarian would they be able to get more information.

In about 1976, as more people started questioning their doctors and wanted more information about treatment options, possible side effects of drugs, and possible second opinions about the doctors' diagnosis, a Patients' Bill of Rights was developed in the United States which stated that the patient had a right to know from the doctor what exactly was wrong and what to expect from the treatment . If the patient was not satisfied with the diagnosis and treatment, a second opinion was an option.

So for the past twenty years, more and more books, magazines, and newsletters have been written about various diseases and, more recently, about how to stay healthy and how to prevent disease. Articles are written in popular magazines, like ***Ladies Home Journal*** on diet, exercise, and up-to-date information based on research on topics such as breast cancer, ulcers, diabetes, and high blood pressure to name a few.

At first, this concept of information for laypeople was called patient education because for the most part, the information was available in hospital clinic, doctors' offices, and medical libraries in the hospitals. This was because the educational process began when the person was already sick. Now, it is called consumer health since the information is for everyone sick or well and is available in bookstores, public and school libraries, not just the libraries in the hospitals.

The bibliography contains lists books, magazines and newsletters written for laypeople. Books are a useful way to find background information on a particular disease or about the treatments for certain diseases. Having some consumer health books in the library can provide some knowledge about diseases or conditions.

Medical dictionaries are very helpful because they give shorter descriptions of the disease and are easy to understand. An atlas of the human body also is useful to have in the library. People can look at and see how the organs and systems of the body actually look and work. A person having a hip replacement operation can see how the hip looks. Books that explain the diagnosis, symptoms, procedures, and medical tests are good choices for a library collection. Books on drugs should be included in the consumer health section of the library. They give a description about what to expect when taking certain prescription drugs. There also are books written about drugs that are sold over-the-counter, those for which a prescription is not needed. By having a book on drugs available, people can become aware of the possible effects of taking certain medications or combinations of drugs. Recently, the most popular books published are those about keeping well, eating right, and exercising. They are written by doctors, nurses, and nutritionists and can help prevent disease. The public is demanding that more and more of these books be available in the library.

There are indexes on consumer health available. One is ***Consumer Health and Nutrition Index*** which provides information on articles written on all aspects of consumer health. These articles are from a variety of sources, included the health professional literature, popular magazines, and health magazines.

There is a list of consumer health magazines and newsletters in the bibliography with the addresses of the publishers. At the end is a list of the publishers for the books included in the bibliography.

NN/LM

National Network of Libraries of Medicine

*Pacific Southwest Region*

# HERE'S TO YOUR HEALTH

## CONSUMER HEALTH INFORMATION RESOURCES

**Pacific Islands Association of Libraries and Archives '94**

**November 4, 1994**

**Irene Lovas**
**Network Coordinator**
**Pacific Southwest Regional Medical Library**

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The National Network of Libraries of Medicine, Pacific Southwest Region is supported by the National Library of Medicine.
Service is provided to health personnel and health sciences libraries in Arizona, California, Hawaii, Nevada and the Pacific Basin.

# HERE'S TO YOUR HEALTH

## Consumer Health Information Resources

### BOOKS

#### AGING

Birkel, Dee Ann Green. **Forever fit : a step-by-step guide for older adults**. Plenum. 1991. 0-306-43969-7. $18.95.

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*Remarks at the Exhibitors' Appreciation Luncheon*

*By Mark C. Goniwiecha*

*Thank you, Herbert [Del Rosario]. Herbert is going to be a fine PIALA president. He knows what to do and is already behaving presidentially. Under his guidance, PIALA will continue to move forward.*

*And aren't Arlene Cohen and Joanne Tarpley giving us an excellent PIALA Conference? Even Typhoon Zelda is cooperating--it's just a big, wet bag of wind! I stopped by my office at UOG this morning to check my mailbox, and grounds workers were already taking down the typhoon shutters they put up yesterday. But better safe than sorry, and the same lesson can be learned from the AIDS education information on the display table out in the lobby, provided by Bernie Provido of Guam Public Health and the Coral Life Foundation. Please take copies of the AIDS education pamphlets back to your islands, to your libraries, where your library users can pick them up for their information.*

*This PIALA Conference is doubling as the November meeting of the Guam Library Association, and as president of GLA, I would be remiss and negligent in my duties if I did not take advantage of this opportunity of a captive audience to put in a plug for GLA. At its display table, GLA has available membership application forms as well as copies of the last several newsletters. Please take a copy of each. Also, GLA is selling tickets for the Tuffy Pillette Raffle. At its monthly meetings, GLA runs a raffle, which raises revenue, increases attendance, and keeps people through the end of the meeting, when the raffle in conducted. Raffle tickets are only 50 cents each or three for $1.00. You can win valuable prizes--the raffle will be held at Friday night's gala Island Fiesta dinner. Also, GLA is selling a variety of books, posters, bookmarks, mugs, bookbags, and those darling "biblio-earrings." So please, stop by the GLA table.*

*As PIALA '94 Exhibits and Display Coordinator, it has been my pleasure to identify those exhibitors out there in the world interested in coming to PIALA on Guam. Not at PIALA, but at some conferences, I've heard disparaging remarks about exhibitors and*

vendors, as if they were moneychangers desecrating the Temple of Books Enshrined, or biblio-prostitutes. But I don't feel that way at all.

Exhibitors are an essential, integral and dynamic component of any library conference. Exhibitors are VIPs at PIALA. They are interested in libraries, librarians, library users, museums and archives. They help us do our jobs by introducing us to the latest publications, ideas, technology, equipment, products and services. PIALA's exhibitors are Extra Special VIPs. They meet all the same criteria as all of the thousands of other exhibitors. But in addition, they are wise women and men who go where most exhibitors fear to tread. Out of more than 100 invitations I sent out, only these twelve vendors accepted the challenge of Micronesia. They invest in Micronesia and in PIALA, and so, help us develop our countries and our educational, archival, museum, and library and information systems.

Some exhibitors came a few blocks or a few miles across Guam. Some exhibitors came 4,000 miles each way from Hawaii. Some exhibitors travelled from the other side of the planet, more than 10,000 miles each way, at great expense and with enormous effort. Besides travel, hotel and meal expenses, they also pay rent to PIALA--$150.00 per table. Together they paid several thousand dollars into PIALA's tiny coffers. In exchange for all the effort and expense, these Extra Special Very Important Persons, or ESVIPs, hope to pay for their expenses and turn a profit.

And so, it is incumbent on all of us to make every effort to do all the business we can with these twelve ESVIPs. Here at conference each of us should spend our time to peruse each exhibit and to visit with each vendor. Did you know that there is a proper way to interact with exhibitors? There is! It's your responsibility to introduce yourself as you make the rounds. Take out your business card--or address label--so the exhibitor knows who you are, where you work, what kind of work you do, and how to contact you when you go home. Next, take the exhibitor's business card, catalog, flyers and free samples.

Finally, when you return home, when you need books, periodicals, videos, CDs, other equipment, products, materials and services for your library, don't reach automatically for that Wilson, BroDart or Gaylord catalog. They were invited to PIALA, but I don't see them here, do you? Instead, try to do all the business you can with these ESVIPs who have invested in PIALA. Help them defray their tremendous airfare, hotel and meal, and material shipment and transfer expenses by acquiring and buying whatever you can from them.

Why do we come to the PIALA Conference? We tell our director, dean, library board or supervisor, "I have to go to the business meeting and board meeting--I'm an elected officer." Or, "I really need this preconference content or that program." But, let's be honest--admit it! Everyone knows we come to conference

to shop!

Exhibitors are vendors who help us do what we want to do--shopping. Programs and business meetings provide us with intellectual stimulation and nutrition--"food for the mind." Exhibitors provide us with "food for the body," like this lunch hosted by IT&E, as well as food for our corporate and institutional bodies. We all know what our users do when they don't find what they want in our libraries. They go down the street to the bookstore and buy it--they go shopping!

So today, at this Exhibitors' Appreciation Luncheon, we recognize, respect, admire, honor, commend, thank, salute, celebrate and appreciate our PIALA Exhibitors--our ESVIPs who help us stock, outfit and improve our libraries, archives and museums. That's why we pay special attention to them by escorting them to lunch today.

First, we recognize, IT&E Overseas, Inc., Guam's locally owned, long-distance and telecommunications specialists. IT&E paid for your lunch today. Katherine Kelly, Priscilla Suda and Terry Herredura of Guam Public Library are escorting Mary Ecret, Patience Smith, Jay Perez, Vice President for Marketing and Technical Services, and Christopher Belanger, Assistant Sales Manager, of IT&E. [Applause.] Jeanne Jewell of M.U. Lujan Elementary School Library in Yona, Guam and Ruth Tighe of Saipan are the escorts for Ben Bess of Bess Press of Honolulu. Ben is representing both Bess Press and Pat Carney Company of Novato, California. [Applause.] Susan Grant, Acting Director of the Joe-Ten Kiyu Public Library of Saipan and Nancy Weil, Chair of CNMI's Joe-Ten Kiyu Library Council are escorting Nancy Barker, who is representing ed-tex / Econo-Clad of Tamuning, Guam. [Applause.] Bedebii Sadang of Palau High School Library and Fermina Salvador Palau Public Library are serving as the escorts for Jennifer Melvin and Ken Stewart of Education Interactive Corporation of Tamuning, Guam. [Applause.] Jones George of the FSM Division of Archives and Historical Preservation in Pohnpei is escorting Rose Santo Tomas and Marcia Eichi of Edu-Fun / Micro School Supply of Tamuning. [Applause.] Louise Lewisson, a vendor herself and PIALA member from Dynix Australia, is escorting Todd Klingbiel, Cindy Derezny and Judy Devries of Faith Bookstore & Distributors of Agana Shopping Center. [Applause.] Dan Morrison, representing Omega Scientific / Follett Software of Aiea, Hawaii, is no longer with us. I feel sorry for Dan--when he flew to Guam, his luggage, clothing and equipment for display got shipped somewhere else. With the typhoon imminent, he decided to cut his losses and returned to Hawaii last night. But please, let's honor him all the same. [Applause.] Next, I want to recognize Rahul Banta of University Microfilms, Inc. of Ann Arbor, Michigan. Mr. Banta is presenting a session and has not arrived yet. [Applause.] Arlene Cohen and Joanne Tarpley of UOG's RFK Library are the escorts of Vince Spinella, who travelled for about 24 hours to get here, more than 10,000 miles each way from Boca Raton, Florida. He represents both Steck-

Vaughn / Raintree of Austin, Texas and Perma Bound of Jacksonville, Illinois. [Applause.] Vince has an interesting story about meeting Alex Trebeck of the "Jeopardy" game, when they were sitting next to each other on the plane. When you visit Vince at his exhibit, ask him about Alex Trebeck. And last, but not least, Iris Falcam of Pohnpei is escorting Linda Warfel of Scholastic Inc., cosponsor of tomorrow's lunch, together with the International Reading Association-Guam Council. [Applause.] These are PIALA's twelve ESVIPs--how about another round of applause for all of them? [Applause.] Also, please, let's acknowledge our brave escorts. [Applause.]

Also, I want to acknowledge and thank Ben Johnson of EBSCO Subscription Services of San Mateo, California, who was unable to exhibit here, but who sent PIALA a cash contribution to help with conference. Also, the Co-op Bookshop of New South Wales, Australia paid PIALA a fee to distribute these bright pink flyers about their services and products, so please pick up a copy from the display table, take it home and read it.

In summary, then, do we thank and honor our PIALA Exhibitors? Do we appreciate and salute our Exhibitors? Do we want our Exhibitors--our ESVIPs--to come back to PIALA? In order to encourage them to return, are we going to do as much business as we can with them?

In addition to our paid exhibitors, we thank the various nonprofit organizations displaying services and products. These include: PIALA, the Guam Library Association, and the International Reading Association-Guam Council. Other displays were staffed by UOG's Multicultural Education and Research Center (MERC), UOG's Micronesian Area Research Center (MARC), the UOG Division of English and Applied Linguistics, and the UOG Marine Laboratory; the Guam Department of Public Health and Social Services, the Coral Life Foundation, and Arrow, Inc. The unstaffed Banned and Challenged Books display uses posters, bookmarks, bibliographies, newsletters, and information from the American Library Association's Office for Intellectual Freedom and the Freedom to Read Foundation, as well as books from the RFK Library's Curriculum Resources Center. Also, various University of Guam units have provided materials for unstaffed displays, including UOG's Public Relations Office, the CAS Social Work Program, the College of Education, the College of Nursing and Health Sciences, the Graduate School & Research, the University of Guam Press, the Micronesian Language Institute, the Micronesian Health Archives, the CALS Community Development Institute and the Isla Center for the Arts; plus Guam Community College. In addition, the RFK Library lent the Bill of Rights Bicentennial display which stands in front of the registration table. And the people from the Northern Mariana Islands set up a very informative display table that we can use as an example for future PIALA conferences. Additional display materials and free handouts were received through the mail from: Rita Warpeha, formerly of the Pohnpei Public Library, now at the National

*Science Resources Center at the Smithsonian Institution, in Washington, D.C.; also, the American Association for World Health, the U.S. National Library of Medicine / National Institutes of Health, and the Library Programs Office of the U.S. Department of Education.*

*Finally, I want to acknowledge and thank several people who served on the Exhibits Committee, including: Dr. Michael Hamerly, RFK Library acquisitions librarian and founding PIALA vice president; Prof. Rick Castro, RFK Library cataloging librarian and GLA treasurer; and Kempis Mad of the Palau National Museum, and vice president of the new Palau Association of Libraries; all of whom provided a great deal of help in the critical hours, Tuesday evening and Wednesday morning, when exhibits and displays were being set up. In addition, Katharyn Tuten-Puckett, CNMI school library media coordinator, provided many good ideas and referrals.*

*Thank you all so much. This concludes the Exhibitors' Appreciation Lunch. Are there other announcements?*

## Why Bother? The Case for Reading Aloud and Using Culturally Relevant Reading Material

*by*

*Dr. Marilyn N. Jackson*

Welcome to this workshop session entitled "Why Bother? The Case for Reading Aloud and Using Culturally Relevant Reading Material." The afternoon session "Fun with Literacy: A Hands-On Workshop" is a continuation of this session.

In this session we will discuss the one topic that librarians, teachers, parents, and the general public are deeply concerned about. Librarians, probably more so than the rest of us, know that reading is the backbone of the curriculum. No other area of the curriculum receives as much attention, and probably no other area of the curriculum is as controversial. Reading will probably remain a top priority for parents, children and schools.

The theme of the workshop may be new to some of you and some of the issues many of you may already know, however, I hope the sessions will entice you to try some of the ideas when you return home.

During the summer of 1995, I taught a University of Guam course entitled, Children's Literature, to teachers and administrators in Pohnpei. My overall goal for the course was to teach some new insight about How to teach Literacy and not reading? Why reading aloud is a natural approach for our classrooms, and why should we use cultural relevant reading materials in our reading programs.

Before the class could get started in their Children's Literature text book, it was necessary to discuss the following questions and issues related to reading. For several days we discussed the article, "On Reading" by Dorothy Strickland (Strickland, 1979). The following are questions and issues discussed:

1. **What is Reading?**
2. **How should it be taught and how to measure children's progress in reading?**
3. **What do good readers do when they read? and what do teachers do when they teach reading? and**
4. **How can the schools do a better job of teaching reading?**

The very first concept the teachers and administrators learned was a new definition for reading. Due to this new definition of reading, I truly believe the administrators and teachers from Pohnpei now have a better perspective of emergent reading and literacy development in young children, and the reading process. They also learned new strategies for teaching literacy. They now have a

high value of trade books, and most importantly, they know how to write their own stories and the importance of developing activities that support and respect their culture in the reading process.

**New Definition of READING**

READING IS LANGUAGE. Language is what we say, what we hear, read, and what we write. Language is the way we communicate. Modes of communication is speaking, hearing, writing and reading. THIS IS LANGUAGE. Reading is now considered a language skill. A simple definition of literacy is one who is able to speak, read, and write, OR ONE WHO IS ABLE TO COMMUNICATE.

Our next task in the course was to discuss the following statement in the Strickland article "On Reading":

> ***"One such implication is the fact that regarldess of the dialect or variety of English spoken, virtually all children enter school with a language resource capable of providing a foundation for reading. The teacher's acceptance of the child's language and willingness to use that language as a base for expansion to other varieties of English has profound effects upon the child's ability to view reading as a meaningful and functional process."*** **(p. 68).**

This is a profound statement - what does it mean? All children learn to speak long before they learn to read and write. All children come to school with a language and therefore, they will usually know the meanings of the first words they encounter in print.

What are some of children's first words they encounter in Reading? Some of these words are: *the, this, I, a, he, she, etc,* Children know the meaning of these words. It is not necessary to help children comprehend these words that they first encounter in print.

If this is true, what, then, is the major difference between speech and reading? The major difference between speech and reading is that reading involves print. "The need to associate a set of configuration of graphic symbols with the words they already know" (Strickland, p. 68). It makes sense to begin with representation that is real language for the children being taught. "Reading programs that make use of the child's own language as a foundation for word recognition skills take advantage of natural language learning patterns of children", (Strickland, p.68).

How are teachers and librarians going to make use of the child's own languge and take advantage of children's natural language learning patterns?

HOW ARE WE GOING TO DO THIS? If reading is language, our language must be an integral part of the total language arts curriculum in which children listen to language, speak language, write language and read language.

ALL THIS IS WELL AND GOOD, BUT HOW? How can we teach children's natural language lear··ng patterns or how should we teach literacy skills? We must first understand wha. .e teacher's role is in the reading process.

***The Teacher's Role in the Reading Process***

> ***"The most significant thing we can say about the roles of the school: librarians and teachers, and the role of parents or the family in reading instruction is that their job (our job) is to set conditions that make learning to read as effortless and enjoyable as possible. Our role is to make reading enjoyable", (Trelease, 1989).***

This means that all of us will do things that we enjoy doing. Most adults remember their experiences of being read to as children. They can tell you exactly who it was, mother, dad, grandmother, grandfather, when they read to them--after doing their homework or bedtime...the memory evokes such warmth and contented feelings.

Jim Trelease stated reading aloud is fun, it is fun for both the listener and the reader. In his article, "Jim Trelease Speaks On Reading Aloud to Children", he said, "What we teach to love and desire will always weigh more heavily than what we teach them to learn", (Trelease, 1989).

In the Pacific Daily News article, "Reading to Children Keeps TV at Bay", (PDN, 1991) from *Dear Abby* states that reading aloud, "Best of all, instills in children the joy of reading". Also, in the article is this poem:

***THE READING MOTHER***
***by***
***Strickland Gillilan***

***YOU MAY HAVE TANGIBLE WEALTH UNTOLD;***
***CASKETS OF JEWELS AND COFFERS OF GOLD.***
***RICHER THAN I YOU CAN NEVER BE--***
***I HAD A MOTHER WHO READ TO ME.***

A significant revival of interest in reading aloud to children over the last decade suggests that more of the children now growing up will term themselves as book readers at age twenty-one. Many librarian, teachers and other professionals have and are promoting the joys and benefits of reading aloud. More reading aloud is going on today than was the case 10-15 years ago.

In this revised and expanded edition, "FOR READING OUTLOUD! A Guide to Sharing Books with Children", Margaret Mary Kimmel & Elizabeth Segel state that they have witnessed a genuine "Read-Aloud Revival," and it has been exhilorating to be a part of it, (Kimmel & Segel, 1988). Besides the availability of books like this one, advice on reading aloud has been incorporated into a great many books on parenting; articles on reading to children appear regularly in popular magazines and daily newspapers; and at least one excellent television program to broadcast the subject to reach many parents who don't read books and articles on the importance of Reading Aloud.

The best way for librarians, teachers, and parents to help children become better readers is to read to them; even when they are very young. Kimmel and Segal said, "Reading aloud will never be outdated as long as children need to learn how to read, and as long as young and old delight in hearing stories and in sharing them together", (page 5).

The philosophy of Early Childhood Educators is that infancy is the time to develop an appetite for books, and a love of words and stories. We say it's never too early to begin. I teach a course, ED251 Development in Early Childhood Education class. In this course is a theme about the importance of toys, and a good toy is not necessarily one that is expensive. Students are required to make several homemade toys.

A book is one type of toy they must make for an infant or toddler. When we say "begin", however, we don't mean trying to interest a newborn baby in a book. Introduce a new baby to words and to the rhythm and intonation of language, but don't try to get the baby to focus on a book. Let the infant watch your face instead. Storybooks, like nursery rhymes, also feed a young child's love of word. The love that is so evident when the child plays with nonsense syllables at this stage is called "babbling", and later children make-up their own sounds.

Some parents who were not themselves read to as children have the mistaken impression that introducing a child to books is the school's job. These children start kindergarten at a serious disadvantage, compared to their classmates who grew up with these books.

Librarians and teachers know that these children may lag as much as 2 and-a-half years of reading readiness behind children whose parents or caregivers read to them. It is very hard for a teacher with 25 or 30 children to make up for that difficiency, and such children often experience failure in learning to read. This is usually coupled with children learning how to speak English as well. Guam and throughout the Pacific region, we perceive or say these children tend to fall farther and farther behind as they struggle through school.

Researchers have looked closely at children who came to school already reading. They wanted to know what was done to these children at home. They left

their laboratories and went into the homes of children who were readers. The two articles: "Family Literacy: Sharing Good Books", (Strickland, 1990) and "Intergenerational Literacy", (Jongsma, 1990), tell what they found. Children who come to school knowing how to read have parents who read to them at an early age. The best that parents, family, friends, and relatives can do to help children become better readers is to read to them even when they are very young. This will help the child master language through active listening and speaking.

**The Case of Multiculturalism**

In the preschool years and the early primary grades, children still have definitely formed concepts of nationality. They are conscious of racial, social and cultural differences especially if those differences are visible. When children do not see themselves reflected in the books that are sanctioned by the adults around them, they get messages that they don't really count!

In the Western Pacific Region there is a great need of children's books on multicultural issues. There is a need for indigenous publishing of books by Micronesians about their customs and traditions. Multiculturalism is a that politically charged buzzword - that reflect diversity and sensitivity to ethnic differences.

Most research indicates that in these early years children need to see Picture Books and experience that differences as well as the sameness of things, since this helps to build up their self-image.

This would indicate that materials used in classroom and libraries have important affects. If children are aware of their race and ethnicity at an early age, and "If realistic images of ethnic and racial groups are included in teaching materials in a consistent, natural and integrated fashion," all children "can be helped to develop more positive racial attitudes." (Banks, 1993b).

**Internationalism in Children's Literature**

What does the case of Internationalism in Children's Literature mean to librarians and teachers in our region? Are the books in our libraries from countries of Europe, North America and Japan, but Africa, Latin America, the Caribbean, Asia? Do you have books from Brazil, India, Turkey, Venezuela, China, Bangladesh, Indonesia, Kenya, Pakistan, Phillipines, Ghana, Korea, Thailand, Iran, Greece, Nigeria, Puerto Rico, Vietnam, Jamaica, South Africa - in our libraries?

Stated differently, does the Marianas Island and Micronesia fit in the picture of Multiculturalism and/or Internationalism in Children's Literature? Why is it that we do not have an exchange of literature and materials among Pacific Islanders?

I have taught courses in the Mariana Islands and Micronesia, and have witnessed the many naturally talented writers and illustrators of the region. I am confident and know the possibility of developing and publishing materials to include folktales and legends from indigenous languages of people in the Western Pacific. Internationlism in children's literature has at least three important aspects:

1. Development of printed and visual materials for children in areas of the world which have no such materials, and the development for children to experience these materials in libraries.

2. Exchange of children's books from one country (or island) to another, either in original form or in translation.

3. Most important for teachers and librarians working with children, is the way different cultures are depicted and represented in the children's books of any given country.

All of our reading materials are imported from other countries. Needless to say, most of these materials, however colorful and attractive, are not effective in meeting the needs of our local children.

Why can't we develop literature that can have an affect on our children? Why can't we have an exchange of materials among Pacific islands? Why can we not develop the quantity, quality, and availability of read aloud Picture Books? To teach motivational skills most easily developed at an early age; we need to begin a sharing of children's literature from this region.

However, care must be taken to show that "different" is not synonymous with "inferior." Picture Books in other languages can be shown, especially if one is working with children who know another language. In this way, children often learn to take pride in their background rather than secretly feeling ashamed of it because it is so different from that of the peer group.

The article, "Children's Books Reflect Cultural Rainbow," is an explanation why Guam, the Mariana Islands, and Micronesia must fit in this picture of literature?, (PDN, 1992).

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## Fun with Literacy: A Hands-On Workshop

*by*

*Ms. Katherine Alvarado/Dr. Marilyn N. Jackson*

### How To Foster Language Development?

Librarians and teachers have the same goals for children. Our primary goal is to see children become independent, mature readers. Librarians are in a perfect position to expand the classroom teacher's perspective and the child's perspective about literacy, language skills, and how to guide children's response to literature, thus, fostering their language development.

As experienced librarians, I am sure many of you are aware of the importance of introducing children to the wide variety of activities listed below, in which children can respond to literature used in the classrooms.

1. The reading program should consist of a more integrated approach that is not provided by the basal series.

2. The importance of materials for children should include sustained silent reading, as well as opportunities for children to listen and respond to a variety of literature.

3. The cornerstone of a reading program should include daily reading because reading aloud to children stimulate their interest and imagination, as well as their emotional development and language use.

4. A reading program should have a good selection of reading materials from Dr. Seuss to science fiction.

5. Some books you read simply for enjoyment without further response, but at other times, children should engage in various creative and exciting responses to literature.

6. Soliciting oral responses, which usually take the form of discusions about books and their characters, broadens understanding.

7. Role-playing is a favorite way children respond to reading, especially fairy tales and folk tales.

8. Children love performing in front of their classmates or audiotaping so that they can listen to themselves.

9. Choral speaking of favorite poems by large and small groups.

10. Students will enthusiastically engage in art activities related to books, activities include wall hangings, collages, flannel board retellings, and dioramas, illustrations for students' own books.

11. Students recommending books to each other, and students experimenting with writing their own stories and poems, inspired by books and poems they have heard or read.

If librarians and teachers use these techniques for fostering growth in language development, we will decrease several problems in our schools dealing with literacy and bilingual education.

Librarians and teachers must perceive reading as language. Language for young children is communicated primary through listening, speaking, reading, writing and reading aloud. Exposing children daily to oral language through read aloud books, will guide and encourage them to respond to literature. The library is the appropriate place with the appropriate materials to suggest ideas teachers and their children can take back to their classrooms. The article, "Oral Language Development: Children As storytellers" (Strickland, 1989) help us to prepare children to interact and go beyond the literal levels of thinking and responding with activities that use oral language to gain better insights into student's development as readers.

Your role as teachers and librarians is to encourage, but never force, response; to offer activites that will allow children to actively respond to a selection, to observe; and help to extend responses to literature so that children include interpretation and evaluation. Young children respond more freely (than older student) when they are allowed to use physical and verbal response, such as puppets.

The hands-on workshop then demonstrated how to make and use a variety of puppets to give young children opportunities to respond to Read-Aloud Picture Book.

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## The Complex Information Choices for Libraries

by

Paul A. Tucci

Today, librarians are faced with many choices for information storage and retrieval. What medium or combination of media is best? What represents the best storage method at the lowest cost, still allowing for the maximum number of users to benefit from this information?

Before the advent of the computer, librarians had only two choices: paper, which can not last more than 100 years; or microfilm, which can last for many hundreds of years. As storage media, both are capable of storing large amounts of information. Microfilm is a much better method of storing information because of its archival value, and the ease at which one can use, especially with today's electronic reader printers.

By the early 1970's, the mainframe computer gave librarians the ability to provide online searching for information. At first, people thought that this new technology, like every new technology would replace paper, libraries, or librarians. This never happened. Online access was an important step since it allowed users the ability to search large quantities of textual- base information; although, primarily indexes and abstracts of journal literature. As with the advent of microfilm, librarians still received their paper journals; however, people used the online technology to get access to the most current information available. This was the beginning of the concept of the "virtual library," as the users could be located anywhere, and the library was wherever a modem and phone line could take you.

Libraries stayed the same for a period of about 15 years, until the mid 1980's. During this time, it was the entertainment industry which was providing the impetus for the development of technology which would later trickle into the information world. Companies like Sony, Matsushita and Phillips were experimenting with storage media that went beyond the traditional tape based storage device, like Vhs/Beta format video tape.

In the late 1970's, these companies also began to develop laser discs, capable of storing millions of bits of information. The trouble with this technology was that it was too expensive and companies like Sony, at the time did not have the content (the actual rights to the movies themselves). This did not happen until late 1980's with the acquisition by Sony of major Hollywood production companies.

A cheaper alternative for storing movies became available with the development of the Matsushita Company VHS Videotapes format. In the meantime, companies

found that a 5 1/4 inch laser disc could be an effective method of storing music, and the thus the CD was born. Based on these developments in the mid 1980's companies like University Microfilms International (UMI) were creating CD-ROM databases of indexes and abstracts. Why?

CD-ROMs represent a new alternative to online: fixed costs. You do not need to pay every time you use. One study which recently appeared in the *Journal of the American Society for Information Sciences* (El-Hadidy, 1994) suggests that if you use, on average, an online service 32 times, you will pay for the cost of one CD-ROM subscription for one year. This supports my opinion that the more virtual your library, the more expensive it will be. Yes, online provides information much more quickly then CD-ROM in that the lag time for CD-ROMs can be almost one month after their online counterparts. But the fact remains that, on average, with the cycle time from idea to article publication as long as two years, one month doesn't seem like a long time to wait for information which is already nearly two years old.

The decision to change or add new technology to a library should be based strictly on use, not on the technology. When a library subscribes to paper indexes and abstracts, and finds that this is a terribly frustrating medium for the user, the library then can begin to consider CD-ROM abstracts and indexes as way to meet the increased demand for the information. When the CD-ROM standalone workstation is booked solidly 12 hours each day, then the library must consider having a network. At the same time, the library will continue to provide online services, for the searches which are critical to the user, on a case by case ("just in case") bases. We make the option available, but we are not solely dependent upon it.

Librarians are also facing the next stage in the information revolution, because of the declining costs of computers and the power that small PC's have for the price. Libraries are creating automated card catalogues either by developing their own OPAC software, or buying software from such companies as Innovative, Dynix, DRA or OCLC. Because of this development, librarians are now able to load tape of databases themselves, rather than depend upon large online providers. They may also purchase or lease the databases published by companies like UMI without having any mainframe computer, since many OPAC providers also load our database software. Libraries can have a direct line to the OPAC provider, and have a virtual library, a library without walls, but at a relatively high cost. Loader programs, software which enables the library computer system to access and use the databases are very expensive, usually costing more than US $25,000.00 per database, per year. The more virtual the library, the more expensive the information. Fixed-cost based information acquisition will be more important, even as the choices for information technology increase.

The most cost effective method of storing and accessing information is by utilizing a mix of technologies. This may include CD-ROM indexes and abstracts, networked if usage of standalone workstation is too great; current paper journals

and microfilm back issues. The advent of electronic microfilm reader printer devices, for both 35mm and 16mm formats, seem to be the most logical cost saving and space saving method for storing large unique collections of journal back issues. If a CD-ROM journal image collection is available in a relevant field, than this can also be included in a library's collection. For the purposes of comparison, UMI now makes available approximately 2000 journals on image CD-ROMs dating from 1988 to current year, and more than 20.000 journals on microfilm, most from the beginning issue of the title to the current year.

Internet advancements create yet other choices for retrieving and storing information. Many companies like UMI intend to "put over the INTERNET" their databases. It may be cheaper relative to today's cost of online, but because of this, companies like Dialog may be forced to lower their prices, as publishers may increase their price for Internet access. In the future, it is evident that both the publishing of journals and books and the creation of information products, as well as the dissemination and retrieval of this information, will be available through Internet access to libraries all over the world.

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